TEACHERS' MANUAL

My Spelling
My Workbook Spelling

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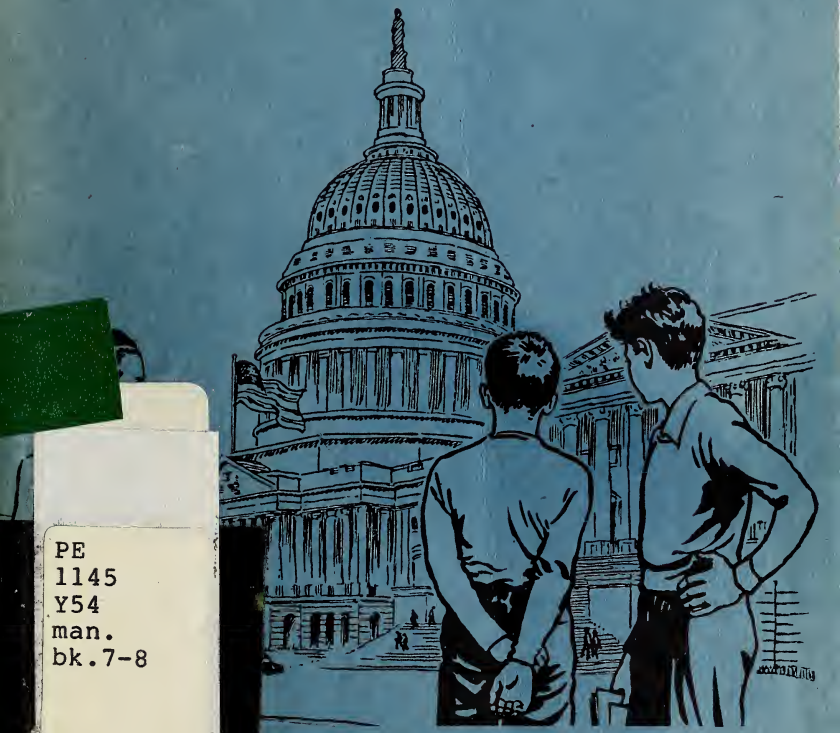
REVISED EDITION



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TEACHERS' MANUAL

My Spelling · My Workbook Spelling

Grades Seven and Eight

REVISED EDITION

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Manual

By

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Seward E. Ohio

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TEACHERS' MANUAL

In 1943 and 1944, under the authorship of Gerald A. Yoakam and Seward E. Daw, Ginn and Company first published the spelling series *My Spelling* and *My Workbook Spelling*. In 1949 and 1950, after having been carefully revised and brought up to date, these very successful spellers were republished as *My Spelling, Revised Edition*, and *My Workbook Spelling, Revised Edition*. In the revised edition, as in the original edition, *My Spelling* is the spelling textbook and *My Workbook Spelling* is the workbook form. Both series cover the work of seven years, beginning with Grade Two and ending with Grade Eight.

In revising these spelling books, the basal word lists have been simplified somewhat, the lesson stories have been reworded to agree with changes in the word lists and to bring the stories up to date, and the exercises and tests have been revised wherever necessary. In Grades Four through Eight the pages of each dictionary section have been carefully revised to bring them into agreement with the revised word lists. No changes have been made, however, in the purpose or method of the spelling program; nor has the number of words in any basal list been changed.

The unit pictures and the smaller illustrations that accompany the lesson stories are a part of the revised edition, as they were of the original edition. Many of the drawings have been remade to fit the revised stories. A new feature is the use of attractive illustrations on the cover pages of the revised workbooks. Pupils who are strongly visual-minded will find these illustrations a real aid to learning the new words.

The discussion and most of the specific references in the pages that follow refer equally to *My Spelling, Revised Edition*, and to *My Workbook Spelling, Revised Edition*. Therefore, the simple title *My Spelling* will be used generally. Where there is a specific reference to one or the other of the two forms of the series, the manual will make a clear distinction. For example, on certain pages one symbol will be used to indicate items found only in the textbook and another symbol to indicate those found only in the workbook. These symbols are explained on later pages of this manual.

I. The Nature and Purpose of the Series

The purpose of *My Spelling*, in both textbook and workbook forms, is to furnish to teachers and pupils a carefully integrated series of language-arts spellers in which spelling is presented in its natural place and function as a tool for the improvement of written expression in school and in life.

This series recognizes that words are first met by the child in oral language, then as symbols which enable him to receive and interpret ideas through reading, and finally as a means of conveying his ideas to others through writing. Spelling thus takes its natural place as one phase of language experience which also includes listening, speaking, and reading. It is never met naturally in an isolated setting. It should therefore be presented in school as an integral part of language experience, always in its true relation to the other language arts, of which it is a functional part.

My Spelling is designed to make spelling interesting as an activity and significant to the pupil. The words that make up the basic list to be studied in each lesson are first presented in a story. Each story is one of a group in a unit of experience centered in the pupil's everyday life. The purpose of this unit is to give the pupil the feeling that words are not to be learned as meaningless forms, but rather that they are important and useful tools to be used in receiving and communicating ideas through speaking and writing to others. Spelling is made significant when it is thus linked to other language experiences. Greater success is guaranteed, for meaningful experience is the basis of all genuine learning.

While *My Spelling* shares in the theory that integrated presentation is desirable, it does not support purely incidental learning of spelling. Systematic learning and teaching are essential in the mastery of a skill. Neither isolated drill nor incidental learning based on chance encounter with words can accomplish the best results. *My Spelling* presents words in a meaningful setting and at a time and place when these words are most likely to be useful. It then provides a series of systematic learning activities by means of which these words may be mastered.

II. Content and Method

My Spelling is rich in content, and in learning and teaching aids. The stories presenting the words to be learned, the illustrations, the exercises, and the word list are all important. The stories and the illustrations arouse interest and develop and enrich word meanings. The exercises furnish the experiences necessary to the mastery of the form and use of words. The word list constitutes the indispensable framework on which the series is built. The unit organization and the method are also of the greatest importance in aiding teacher and pupils to achieve desired outcomes. And finally, the dictionary, progress chart, and test materials round out a complete program.

THE WORD LIST

For more than twenty-five years spelling books have placed their claim to distinction chiefly on the validity of their word lists as established by research. During this period the basic research on spelling vocabularies took place, and the theory that spellers should contain words used in personal and business correspondence was widely accepted. Today all spelling books reflect the findings of this research. *My Spelling* contains a basic word list of 3594 words, a supplementary list of 803 words, or a total writing list of 4397 words. This is a rich spelling list, according to modern standards, but not excessive in its demands upon the ability of pupils to learn to spell. However, it is the way in which spelling is learned, rather than the size of the spelling list, that secures ultimate success for the pupil.

The nucleus from which the word list of *My Spelling* was developed was a composite list of words found in school textbooks by Daw.[1] This study established, however, only the general areas from which the spelling words were to be derived. The checking and cross checking of this list against the basic word lists of Horn,[2] Thorn-

[1]Seward E. Daw. "A Controlled Vocabulary for the Middle Grades," *University of Pittsburgh Bulletin*, Vol. XVI, 1940, pp. 76–84.

[2]Ernest Horn. *A Basic Writing Vocabulary*, University of Iowa Monographs in Education, First Series, No. 4. College of Education, University of Iowa, Iowa City, 1926.

dike,[1] Buckingham-Dolch,[2] Gates,[3] the International-Kindergarten Union,[4] and the composite lists of Betts[5] and others isolated the spelling words within the Daw list and aided in their correct grade placement. The studies by Buckingham-Ayres,[6] Ashbaugh,[7] Gates,[8] and Rinsland[9] were used in evaluating the spelling difficulty of words at given grade levels.

This checking and cross checking established the validity of a word as a spelling word and, within limits, indicated the age or grade level at which the word should be learned. In the Revised Edition a technique for weighing the importance of each word was used. This further refined the vocabulary, especially in the upper grades. In this refining, consideration was given to words from children's lists as well as those from adults' lists. The result is well-balanced word lists, which neither exclude important children's words nor furnish merely words which most children already know how to spell. Such wide variation in gradation was found, however, as to give the authors sufficient latitude in following the principle of placing the word in a meaningful setting appropriate to the grade and age level. To a large extent the nature of the words found at any level determined the kind of meaningful setting in which these words could be placed.

Other things being equal, a word should be learned when it is most useful and most needed. Acceptance of this principle leads to the

[1]Edward L. Thorndike. *A Teacher's Word Book of Twenty Thousand Words.* Bureau of Publications, Teachers College, Columbia University, New York, 1931.

[2]B. R. Buckingham and E. W. Dolch. *A Combined Word List.* Ginn and Company, Boston, 1936.

[3]A. I. Gates. *A Reading Vocabulary for the Primary Grades* (Revised and Enlarged). Bureau of Publications, Teachers College, Columbia University, New York, 1935.

[4]Child Study Committee of International Kindergarten Union, Madeline Horn, Chairman. *A Study of the Vocabulary of Children before Entering the First Grade.* International Kindergarten Union, 1201 Sixteenth St., N. W., Washington, D. C., 1928.

[5]Emmett A. Betts. *Spelling Vocabulary Study.* American Book Co., New York, 1940.

[6]B. R. Buckingham. *The Buckingham Extension of the Ayres Spelling Scale.* Public School Publishing Company, Bloomington, Illinois, 1918.

[7]E. J. Ashbaugh. *The Iowa Spelling Scales,* Journal of Educational Research Monographs, No. 3. Public School Publishing Company, Bloomington, Illinois, 1922.

[8]A. I. Gates. *A List of Spelling Difficulties in 3876 Words.* Bureau of Publications, Teachers College, Columbia University, New York, 1937.

[9]Henry Rinsland. *A Basic Vocabulary of Elementary School Children.* The Macmillan Company, New York, 1945.

grade placement of words in units where they function best to express meanings appropriate to the pupils' needs at that level. The majority of the words in *My Spelling* follow this principle of placement for use. Some words, however, which have no specific subject connotation are graded according to the findings of research concerning their difficulty for pupils at different levels.

The continuous refinement of the word list of *My Spelling* finally resulted in the selection of 3594 basic words and 803 supplementary words, distributed as follows:

	BASIC WORD LIST	SUPPLEMENTARY WORD LIST	GRADE TOTALS
Grade Two	264	107	371
Grade Three	420	116	536
Grade Four	510	116	626
Grade Five	600	116	716
Grade Six	600	116	716
Grade Seven	600	116	716
Grade Eight	600	116	716
Grand Totals	3594	803	4397

For six-year elementary school the number of basic spelling words presented by this series is 2394 and of supplementary words is 571, or a total of 2965 words.

Provision is made for extending the vocabulary of *My Spelling*, if desired, by the frequent suggestion that the pupil add to his spelling list useful words from home life, school life, and the school curriculum. However, the teacher is not advised to act on the theory that all words arising incidentally in connection with school work need to be learned as spelling words. *My Spelling* is a reliable guide to the important words that need to be learned and indicates the time and place at which it is of advantage to study them. The research behind this series has established with reasonable accuracy the words that are commonly needed in writing. Additional words derived from school subjects or from other sources should be added to the spelling list only after their usefulness to the pupil has been clearly established.

THE UNIT PLAN

The word list of each volume of *My Spelling* is presented in six carefully organized units which parallel the experiences of school, home, and community life in which the pupil meets these words and where control of meaning is chiefly obtained. This plan makes the vocabulary of maximum value to the pupil and is believed to be one of the principal contributions of the series to the improvement of spelling.

The pupil builds his vocabulary from conversation, reading, and regular school instruction. The units of *My Spelling* utilize this natural context to give a meaning background to the words which the pupil should learn to spell. Many of these words are already known or partly known by pupils as a result of previous experience in school and also in life outside of school. The unit presentation reproduces this life setting and integrates the experience of spelling with listening, talking, and reading. The pupil meets the spelling words in an interesting story. He revives old meanings and learns new meanings in the process of reading and discussion. He then locates the words to be spelled, becomes interested in them, and begins the process of learning how to write them. He pronounces each word correctly, visualizes the form of each word, learns the accepted sequence of letters, and practices writing each word with concentration on form backed up by an adequate emphasis on meaning. The process involves the learning of an orderly system of study or work habits. It also includes the development of good attitudes toward spelling, a spelling conscience, or desire to spell well, knowledge of the correct spelling of words, skill in detecting wrong spellings, and the ability to spell correctly the words needed in written expression.

The themes of the units of *My Spelling* follow closely the school curriculum and the experiences of pupils at the different grade and age levels. They check well against interest studies. A cursory examination of the unit titles of any book in the series reveals that the content is realistic. It deals with animals, boys and girls, biography, travel, nature, historical backgrounds, geography, world peoples, invention, discovery, citizenship, and health. There is constant emphasis upon life and living and the ways in which people satisfy their needs. The story element, where appropriate, adds interest to the presentation. The factual articles are adapted to the understanding of the pupil at the various levels.

The unit plan is designed to present the spelling words in units similar to, but not necessarily identical with, the units of work or subjects of the school curriculum. While the individual lesson stories are necessarily short, the cumulative effect of the units is to support the social program of the school and to enrich the pupil's experience. However, it is not the purpose of these units to do more than suggest a background for the spelling vocabulary, in order to give words meaning, add interest, create a desire to learn, and arouse a co-operative attitude on the part of the learner.

It is believed that this unit program goes farther in the direction of integration than is usual and as far as is practicable without entirely abandoning systematic instruction in spelling.

THE GENERAL METHOD

Each unit is composed of six lessons, the last of which is always a review lesson. The five developmental lessons are planned in terms of one week's work. During this week a list of words, called New Words, is presented for study and mastery. During each sixth week the entire unit list is reviewed and retested.

The method used in the presentation and study of the New Words incorporates the best features of a study-test-study plan. Much emphasis is placed upon the *approach* to the lesson through presentation of the words in story units. This helps to concentrate the pupil's attention on the words and to arouse interest in spelling. In Grades Two through Six every word appears in exactly the same form and the same order in the story and in the word list. In Grades Seven and Eight words which are presented in the singular form in the word list may be used in the story in the plural form if the plural is formed by adding *s* or *es* to the singular form. Also, in Grade Eight a few words which are capitalized in the story appear without capitals in the word list. In such cases the Working with Words exercises call the pupil's attention to the reason for the difference in form.

A series of steps is provided for reading and discussing the story and identifying and copying the New Words on the first day of the week. On the second day the pupil begins the study of a series of exercises based upon the word list for the week. Then follow on successive days a pretest on the New Words, individual study of words misspelled on the pretest and of Review Words from the preceding week, and a weekly final test.

WORD STUDY

The word-study exercises, Fun with Words (Grades Two and Three) or Working with Words (Grades Four–Eight), gradually acquaint the pupil with the visual and phonetic peculiarities of words. They also help him to master the specific difficulties of words as well as the principles that govern the spelling of derived and related forms.

Each New Word is studied at least once in the study exercises following its introduction. Development of meaning and enrichment of vocabulary are constantly emphasized. The words have already been met in their natural settings. They are now studied for the purpose of amplifying and refining their meanings. These learning exercises in *My Spelling* are essential to the development of the spelling vocabulary which is presented in a unit background. They are designed to integrate the pupil's listening, speaking, reading, and writing. The exercises parallel the reading and language program of the school and utilize the pupil's language training and experience, but they concentrate upon the problem of spelling. The exercises are developmental, repetitive, and sequential. These facts will be made clear later in this manual in the detailed suggestions for teaching the lessons of each grade.

The plan of word study involved in these learning exercises includes attention to the similarities and differences in words, their peculiarities of form, variations from root forms by the uses of prefixes and suffixes, the formation of plurals, semantic variations, synonyms, antonyms, homonyms, and the aids to correct pronunciation and meaning found in the dictionary. Constant attention is given to syllabication, phonetic sequences, and handwriting difficulties, and to the natural and correct use of words in oral and written form. Repeated practice in word analysis and synthesis gradually develops word mastery. Thus spelling is related to the language arts in an integrated program which promotes the growth of language power and leads to accurate use of words in speaking, reading, and writing as well as to mastery of correct spelling.

A detailed analysis of the skills covered in the study exercises for Grade Seven and Grade Eight is given in this manual under the headings "Teaching Aids for Grade Seven" and "Teaching Aids for Grade Eight." The developmental nature of the program is clearly revealed by pages 33–35.

HOW TO STUDY YOUR SPELLING

Hard words should always be studied according to the How to Learn to Spell directions found on page 8 of the textbook edition and the inside front cover of the workbook edition. The teacher is instructed to teach the pupil to use the series of simple steps suggested for the mastery of a difficult or unknown word. Instruction in the use of these steps should be continued until the pupil develops the effective habits which enable him to master quickly any strange word which he desires to spell.

THE TEACHING OF RULES

Throughout *My Spelling* the main emphasis is upon the direct attack on spelling difficulties and the study and review of the carefully selected vocabulary until each word can be written automatically. In addition, a few rules that have been found to be functional are included. The total number is reduced to a minimum. The rules are developed inductively through frequent use in the study exercises. They are then stated and applied, and finally summarized in the upper books of the series. Every effort is made to insure continuous application.

Following is a brief summary of the spelling rules that are taught in this series and their grade placement. In examining this summary the teacher should bear in mind that many examples of the rule are given before a generalization is made, and that great care has been taken to develop a concept, such as "short vowel" or "accented syllable," before the term is used. Most rules deal with the addition of the common suffixes. At first the pupil learns to add each suffix. Later, in Grade Eight, he is given general rules applying to all suffixes.

Grade Two

1. Many words add an *s* to make the words mean more than one.
2. Words that mean more than one drop the *s* to mean just one.
3. Pupils add *es*, *ed*, and *ing* to words in the list, but no generalization is made concerning these endings.

Grade Three

1. Further practice in adding and dropping final *s*.
2. Some words add *es* instead of *s*.

3. Many words add or drop *ed* and *ing* without making any other change.

4. Pupils observe some words that drop final *e* before adding *ed* or *ing*.

Grade Four

1. Further practice in adding *s*, *es*, *ed*, and *ing* without making any other change. Pupils also drop these endings from the inflected forms.

2. Words that end in final *e* drop the *e* before adding *ed* or *ing*.

3. Pupils add *er*, *est*, and *ly* to words if these endings can be added without making any other change; no generalization is made.

4. Pupils observe the double consonant in such words as *sitting* and *running*.

Grade Five

1. Review and continued application of rules taught previously

2. Most words form their plural by adding *s* or *es* to the singular word.

3. Words ending in *s*, *ss*, *sh*, *ch*, *x*, or *z* usually add *es* instead of *s*.

4. Many words that end in *f* change the *f* to *v* and add *es* to form the plural.

5. Words ending in a consonant and *y* change the *y* to *i* before adding *es*.

6. Words ending in a consonant and *y* change the *y* to *i* before adding *ed*.

7. Many words add *er* and *est* without any other change.

Grade Six

1. Review and application of rules taught previously.

2. Summary of rules for writing plural forms:

a. Most nouns form their plural by adding *s* or *es* to the singular form.

b. Words ending in *s*, *ss*, *sh*, *ch*, *x*, or *z* add *es* instead of *s*.

c. Words ending in a consonant and *y* change the *y* to *i* and add *es*. Words ending in a vowel and *y* simply add the *s*.

3. Summary of rules for adding *ly*:

a. Most words, except those which end in a consonant and *y* or in *le*, add the suffix *ly* without any change in the root word.

b. Words ending in a consonant and *y* change the *y* to *i* before adding *ly*.

c. Most words ending in *le* drop *le* and add *ly*.

4. Put *i* before *e* except after *c* or when sounded like *a* as in *neighbor* and *weigh*.

5. Words of one syllable which end in a single consonant preceded by a single vowel usually double the final consonant before adding *ed* or *ing*.

6. Singular nouns form the possessive by adding an apostrophe and *s*.

7. Pupils observe that such suffixes as *al*, *y*, *ful*, and *ment* are often added without any other change.

Grade Seven

1. Review and application of rules previously taught, including a summary of rules for spelling plural forms and for adding *ly*, as given in Grade Six.

2. Summary of rules for adding *ed* and *ing*:

a. Many words are formed by adding *ed* and *ing* without any change.

b. Words ending in a silent *e* drop the *e* before adding *ed* and *ing*.

c. Words ending in a consonant and *y* change the *y* to *i* before adding *ed*, but do not make any change before adding *ing*.

d. Words ending in a vowel and *y* usually add *ed* and *ing* without making any other change.

e. Words of one syllable ending in a single consonant preceded by a single vowel double the final consonant before adding *ed* and *ing*.

f. Words of two or more syllables usually double the final consonant before adding *ed* and *ing* when these conditions are met: the last syllable ends in a single consonant preceded by a single vowel, and the accent is on the last syllable.

3. Rules for writing possessive forms:

a. Singular nouns form the possessive by adding an apostrophe and *s*.

b. Plural nouns which end in *s* add only an apostrophe to form the possessive.

c. Plural nouns which do not end in *s* add the apostrophe and *s* to form the possessive.

4. Pupils observe that most words add *ment* without any change.

5. Pupils observe that many other suffixes are often added without any change in the root word.

Grade Eight

1. Review and application of rules previously taught.

2. Words which end in a consonant add many suffixes without making any other change.

3. Words which end in a final *e* usually drop the *e* before adding a suffix beginning with a vowel.

4. Words ending in a consonant and *y* change the *y* to *i* before adding suffixes except those beginning with *i*.

5. Words of one syllable which end in a single consonant preceded by a single vowel double the final consonant before adding suffixes which begin with a vowel.

6. Words of two or more syllables which are accented on the last syllable and which end in a single consonant preceded by a single vowel usually double the final consonant before adding a suffix beginning with a vowel.

For a more complete survey of the gradual and thorough development of these few fundamental rules examine the items under the heading "Specific Skills and Abilities" for each grade.

THE DICTIONARY PROGRAM

Beginning with Grade Four, each volume of *My Spelling* has a dictionary, entitled Your Dictionary, containing all the New Words presented in the given grade. Pupils are instructed to use the dictionary in ways that will enrich their knowledge of the words in the spelling program and at the same time develop fundamental habits and skills of dictionary use. Training in alphabetizing, which is begun in Grade Three, introduces and paves the way for the systematic program which the series provides.

In every instance, Your Dictionary has been designed and written so as to be most useful to the pupils at the grade level. While these dictionaries are limited to the spelling vocabularies in each book, they go beyond the spellers in explaining the variant meanings of the words. Thus they help to enrich the vocabularies of the pupils who use them. The dictionary training given in *My Spelling* ably supplements other instruction in the use of the dic-

tionary. In schools where there is no other such program these exercises furnish a minimal dictionary training.

The following analysis will show clearly the carefully graded program. The simpler knowledges and skills are introduced first and are then constantly practiced until their use is habitual. More complex skills are added in each grade.

Grade Four

1. Recognizing the value of Your Dictionary and using the key words with their marks
2. Arranging words in alphabetical order by the first, second, and third letters
3. Using alphabetical order to locate words in the dictionary
4. Knowing the meaning of *syllable*; distinguishing words of more than one syllable; using the dictionary to determine syllabication
5. Knowing the meaning of *vowel*; recognizing and marking short and long vowels
6. Knowing the meaning of *silent letter*; recognizing final silent *e*
7. Using the dictionary for help in pronouncing difficult words
8. Using the dictionary to determine variant meanings
9. Knowing the meaning of *guide words*; using guide words
10. Distinguishing words alike in sound but different in spelling and meaning (homonyms)
11. Knowing the meaning of *accent mark*; using the dictionary in determining accent
12. Noting changes in meaning that accompany changes in pronunciation

Grade Five

1. Using all knowledges and skills previously taught
2. Alphabetizing words by their third or fourth letters
3. Knowing the meaning of *suffix*, *compound*, *root*, *consonant*, and *prefix*; identifying and using these concepts in word study
4. Increasing use of dictionary in determining variant meanings
5. Recognizing the importance of pronunciation in spelling and using the dictionary in determining pronunciation
6. Learning different sounds of *a* and *o* as shown by reference to the dictionary
7. Recognizing *ĕ*, *ē*, and *ā* as variant sounds of *ea*

8. Learning two sounds of *oo*
9. Recognizing *ai* as *ā*
10. Finding sounds of *oa*, *ea*, *ua*, and *ai*
11. Learning that *w* and *y* are sometimes vowels
12. Learning how to divide by syllables words having double consonants

Grade Six

1. Using all knowledges and skills previously taught
2. Using the phonetic respelling of a word as an aid to pronunciation
3. Learning that some words have two accents
4. Determining changes in meaning with changes in accent
5. Using the dictionary to determine meanings of words commonly confused
6. Knowing the meaning of *synonym*; recognizing synonyms
7. Marking the more uncommon vowel sounds
8. Determining the derivation of words from root forms
9. Learning the sounds of *o*
10. Learning the sounds of *ea*, *ei*, *ai*, *ee*, *oa*, *oi*, *au*, *ou*, *ui*
11. Learning the meanings of prefixes *im*, *un*, *dis*

Grade Seven

1. Using all knowledges and skills previously taught
2. Knowing the meaning of *diacritical mark*; using these marks in pronunciation
3. Deriving meanings of variant forms by using the root word
4. Learning the variant meanings of words
5. Learning the meaning of *antonym*; recognizing antonyms
6. Identifying the sounds of more difficult combinations, as *giene* in *hygiene* and *qui* in *mosquito*
7. Recognizing that there are preferred spellings of some words
8. Understanding the concept of *derivation*; learning a few words derived from Latin and French
9. Observing words easily confused because of form, such as *affect* and *effect*

Grade Eight

1. Using all skills and knowledges previously taught
2. Recognizing preferred pronunciations as well as preferred spellings

3. Using terms *primary accent* and *secondary accent*
4. Giving greater stress on *antonyms* and *synonyms*
5. Giving greater attention to use of dictionary in pronouncing difficult words and in determining variant word meanings
6. Using the dictionary to determine differences in meaning of such words as *technical* and *mechanical; surgeon* and *physician*
7. Identifying the sound of more unusual letter combinations, such as *scious* in *conscious*
8. Using the dictionary as a check on doubtful spellings

The dictionary program of *My Spelling* does not attempt to give a complete treatment of the use of diacritical marks. Pupils are taught to use the key words in the dictionary in learning the pronunciation of new and difficult words and to recognize the most common of the diacritical marks. Attention is placed on the functional value of these aids rather than upon the marks themselves. Further work on the use of pronunciation keys in a regular dictionary is recommended in case teachers find additional emphasis necessary.

HANDWRITING

My Spelling emphasizes the close relationship between good spelling and good handwriting. Models for the cursive and the manuscript alphabets are included in both textbooks and workbooks for Grades Two and Three. In Grade Two of the workbook edition the presentation of the New Word lists in both cursive and manuscript form is an added advantage. The manuscript form used closely resembles the print of most elementary-school textbooks for this grade. The pupil is frequently urged to take care in the formation of letters, and particularly of those letters which are likely to be illegible when carelessly written. The peculiarities of difficult letters are pointed out. The teacher thus is enabled to integrate handwriting with spelling in a functional manner.

In Grade Four and above, models of the small and capital letters are included in the workbook edition, and standards by which the pupil may judge the quality of his handwriting are furnished in both editions. The exercises call the pupil's attention to the letters which are likely to cause difficulty and urge on him the desirability of forming letters clearly and accurately. Frequent class discussion and careful written practice of these hard letters are advis-

able. They will help to prevent misspellings due to careless letter formation and to develop gradually the "handwriting conscience" so essential to good writing. Constant practice in copying all the New Words accurately is a further aid to the development of good quality in handwriting. The pupil is thus led to recognize the place of good handwriting in written expression.

In the first grade and the early second grade the teacher is urged to pay particular attention to left-handed writers. Because they lacked good training when they began to write, many left-handed children write very illegibly. The teacher should first of all make sure that the left-handed pupil assumes the correct position for a left-handed writer. Do not attempt to change the naturally left-handed writer into a right-handed one, for this generally is regarded as likely to harm the child. If any left-handed writers have been allowed to take the awkward writing position sometimes known as the "left-handed hook," it is especially important that they be shown the correct position for a left-handed writer, and be encouraged to take this position for all their writing. Teachers will often find it necessary to give individual help to left-handed pupils whose writing is especially illegible.

INDIVIDUAL INSTRUCTION

The suggestions given for group teaching should not lead the teacher to neglect the guidance of the individual pupil in the development of independent study habits. Just as soon as she finds that the pupils understand the purpose and nature of the work, the teacher should throw more and more responsibility on them for doing the work outlined in the textbooks or workbooks of this series. The work on Tuesdays and Thursdays should increasingly be in the nature of supervised study. The weekly plan of this series is particularly designed for the purpose of allowing each pupil to proceed at his own rate of progress and to concentrate on his own particular difficulties. The teacher should never lose sight of this fact. The many reviews, including those on Thursday, during the sixth week of each unit, and at the half year, are so planned that each pupil may concentrate on correcting his own errors—on the words needing *his* attention. For the fast workers and the naturally good spellers the Other Words to Spell included in each week's work provide an opportunity for building an enriched spelling vocabulary.

REMEDIAL INSTRUCTION

It is a grave error to give insufficient teaching of important items. Children who do not learn an item on first teaching should have immediate reteaching until they have mastered it. The teacher should be constantly alert to the need for remedial teaching, and should give the remedial work as soon as possible after the need for it appears.

The pupil who finds difficulty in learning to spell requires much more specific guidance than pupils of normal capacities. If pupils show evidences of a need for remedial instruction after each instructional period, the teacher may proceed as follows:

1. Inspect the pupil's record to see if he has any visual or auditory difficulties.
2. Check his handwriting to see if he can identify the letters of the alphabet and form each of them readily.
3. Make sure that the pupil has copied each word correctly.
4. Question the pupil to find out whether he has followed the steps indicated in How to Learn to Spell.
5. Check on the Fun with Words (or Working with Words) exercises to see what kind of errors the pupil has made in doing his independent work.
6. List the weaknesses found in the work of each pupil who is not succeeding in his spelling.
7. Group the pupils who have similar difficulties for additional instruction on specific items.
8. Carefully present again the words with which they are having difficulty.
9. Reteach the steps in learning to spell.
10. Supervise the work of these pupils step by step until they succeed in following the procedure indicated in the textbook.
11. Refer any pupils who do not respond to careful reteaching to the school psychologist or the educational clinic, if one is available.
12. In the case of pupils whose mental ages are one or more years below the grade level, organize small spelling groups who can be allowed to do the lessons at a slower pace. It may then be possible to teach them only a part of the work outlined for the year; but if each lesson attempted is thoroughly learned, the pupils will gain more than they would by hurrying through the entire book without really mastering the lessons.

MY PROGRESS CHART

A chart for recording progress is included in both the textbook and workbook editions with simple directions for use. In the workbook edition an additional chart for a record of unit tests is included. My Progress Chart enables each pupil to compete with his own record rather than with the other members of his group. He becomes interested in his own progress. The chart is thus a powerful influence for motivation and enables the pupil to judge of his own success in learning to spell.

SPELLING NOTEBOOK

In the textbook edition the teacher is frequently advised to have the pupils keep a spelling notebook as a record of their work. Pupils are reminded to list in the notebook words from other subjects to be learned as needed. The Revised Edition of the workbook provides improved facilities for writing these words.

PICTURE STUDY

The illustrations in *My Spelling* are prepared by competent artists. They are constantly used to develop meaning. The format of the books and the use of color in the textbook edition makes these books instantly attractive to children. The workbook edition is attractively bound and is illustrated copiously with black-and-white drawings. The illustrations in all cases enrich the context and teach meanings through their accurate picturization of the context.

III. The Weekly Lesson Plan and Teaching Procedure

THE REGULAR FIVE-DAY PLAN

My Spelling uses the weekly lesson plan and a modified form of the test-study procedure. This organization makes possible individual learning and avoids the waste inherent in the daily uniform lesson for all pupils. Schools which do not wish to follow a five-day plan may adopt the modified plan suggested on page 26 of this manual. The five-day plan is explained on the following pages.

MONDAY

This is *Presentation Day.* The pupil gets acquainted with his New Words by meeting them in a story in which they are used with meanings appropriate to his experience and age level. Every six weeks a new unit is introduced on Monday, and the first lesson of the unit is studied. The approach to a new unit may be made in the following way:

> Today we are beginning the study of a new unit in *My Spelling.* In this unit the words you are to learn to spell appear first in five short stories, one for each week. The spelling words are used in much the same way that you might use them in talking and writing about the same subject. You will notice that the words are useful and important words that you need in your reading, speaking, and writing.

Interest in each unit may be aroused by appropriate discussion. For instance, the unit on *America, a Land of Opportunity,* in Grade Seven, may be approached by recalling and discussing what the pupils have already studied about immigration. The teacher may perhaps appropriately lead the discussion to bring out the fact that some members of the class are descended from immigrants of a generation or more ago. Informal talk about the meaning of the unit picture may heighten the interest. A glance through the unit will then reveal that it contains short biographies of famous immigrants. With the background meaning thus clearly established, a study of the words and exercises takes on added purpose.

Connections between the subject matter of this unit and the pupils' experiences in their social studies may also be developed. The point may well be made that the pupil should be alert in all his studies to learn new and useful words and to master the writing of those words which are essential to all discussion and writing.

After the introduction to the unit has warmed the pupils to the subject, the first lesson may then be approached in somewhat this fashion:

> Let us turn to the first lesson and read the story silently. We shall then discuss the content of the story before we locate the words which are to constitute our spelling lesson for the week.

Attention should be called to the illustration and what it suggests as to the content of the lesson. After the silent reading, oral reading of the story may be appropriate, especially if the teacher knows that

the pupils are likely to have difficulty in correctly pronouncing and understanding the vocabulary.

Discussion of the content of the story should then follow.

When the story has been read and enjoyed, the next step is to find in the story the spelling words for the week. These are the New Words, listed below each story. In each list the New Words appear in the same order as in the story. They also appear in the same form, with the exception of a few words which were capitalized in the story or which added *s* without any other change. The list of New Words should be examined, and the pupils should be called upon to read the phrase or sentence in which each word is located. Each word should be pronounced with care and any errors in pronunciation or accent corrected. It is important that the pupils get a clear visual and speech-motor impression of each word and that they understand clearly its meaning as used in the story.

A few words which add *s* without any other change appear without the *s* in the list of New Words, even when they are used in the story with the *s*. Also, some words are capitalized in the story but appear without the capital in the New Word list. Except for these words, pupils using the workbook edition should always underline in the story the word that is in exactly the same form in the list of New Words.

While most of the words in the lists will be familiar to the pupils, a few of them may not have been previously written by the pupils and their variant meanings may not be known. Care should be taken to ascertain if the pupils know the meanings of each word, and meanings should be developed and enriched as opportunity permits.

The pupils' knowledge of word meanings may be checked in various ways:

1. Asking a question: What does *agreement* mean?
2. Matching a word to an object or picture: Find the *parallel* lines in the diagram.
3. Demonstration: Show what it means to be *courteous.*
4. Completion: A plant that lives only one year is sometimes called an _____.
5. Comparison: An *aviator* in his plane is like a driver in his automobile.
6. Definition: The *circulation* is the moving of blood through the body in a certain course.

7. Use: Make a sentence in which you use *democratic* correctly.

8. Pantomime: Show by your expression that you feel *concern* for Mary's health.

9. Direction: Indicate the *horizon* in the picture.

Care should be taken to avoid the common error of thinking that a word is always best explained by another word or phrase. Action, demonstration, and direction are often better ways of explaining meaning than a verbal response.

When the teacher is satisfied that the pupils understand the meanings of the New Words and can locate them in the story, she says:

> Now you are ready to copy each of the New Words carefully. Be sure that you see each word clearly, know the order of letters in it, and can pronounce it correctly. Then make no mistakes in writing.

The New Words are then copied in the spelling notebook, on a piece of paper, or in the proper spaces in the workbook. At the beginning of the year the teacher should supervise the work carefully to see that the pupils do not make errors in copying.

If time is not sufficient on Monday for the introduction of both the unit and the first lesson, the work may be carried over to the second day. After the first week the presentation should take much less time.

TUESDAY

This is *Preliminary Study Day*. Today the pupils work individually on the Working with Words exercises. These exercises are designed to train the pupils in seeing the peculiarities of words and their likenesses and differences, in forming plurals, in adding prefixes and suffixes to root words, and in mastering word meanings. Such rules as have been developed in preceding years are now reviewed and summarized. The study and use of the dictionary are constantly practiced. Word study extends the knowledge of antonyms, synonyms, homonyms, and homophones.

The first approach to Tuesday's lesson should proceed in the following way:

> Today we are to work individually with our Working with Words exercises. Find the place where it says, "Working with Words." Read each exercise carefully. If there are any exercises you do not understand, I will help you. Read and work carefully. I will check your work when it is completed.

If it is necessary, the teacher should work through the directions with the pupils and teach the principles involved in them to the group as a whole. She should show the pupils how to prepare their work, whether on paper, in their spelling notebooks, or in the workbook. When pupils are asked to alphabetize a list of words in the workbook, they should be advised to number the words in the list in correct order before they begin to write. This practice will enable them to avoid much erasure and recopying. At the beginning of each year this work should be carefully supervised.

While the pupils work on their exercises, the teacher should supervise their work, giving such help as she sees necessary, but always seeking to develop careful, systematic work habits among the pupils. When the work is completed, it should be checked carefully for errors. There is no objection to having the pupils check one another's work, provided the teacher finds them competent to do so. Remedial work should be done just as soon as the teacher finds a need for it.

If the Working with Words exercises cannot be finished on Tuesday, they may be carried over to Wednesday, or completed whenever the pupil has spare time. The teacher should aim at having everyone do all the exercises. These exercises lead to the development of good spelling habits and spelling power. They are developmental in character, repetitive in order to develop the mastery of attitudes, facts, skills, and habits, and sequential from one level to the next. The teacher should note the technical objectives in each lesson and do the teaching required to establish control over the principles which are involved in them.

WEDNESDAY

This is *Exploratory*, or *Pretest, Day*. The purpose of the test which is given on Wednesday is to discover the weaknesses of individual pupils in their spelling of the New Words. The procedure suggested follows:

> Today we are to take our first test. Since you have studied each word in your Working with Words exercises, I hope that you will be able to spell all the New Words correctly. However, the fact that you have spelled a word correctly once does not necessarily mean that you have mastered it. This test will show which words you have not mastered and which therefore need further study.

The teacher then shows the pupils how to prepare their test papers or where to find the space in the workbook edition for writing My First Test. She then pronounces each word distinctly, reads the dictation sentence in which it is embodied (see pages 47–66 and 86–107 of this manual), and then pronounces it again. She directs the pupils to say the word softly after her and then write it carefully.

When the words have all been written, the teacher will spell aloud all words and have the papers checked for correctness. The score is the number of words right. She may then say:

> The words you misspell on your First Test are your Hard Words. These are the words on which you should concentrate your efforts tomorrow, which is Hard-Word Day. But first you must copy your Hard Words correctly. Be sure to make no mistakes. Turn back to your New Word list and carefully copy each word you misspelled.

The teacher will then direct the pupils to write their Hard Words on a paper, in the spelling notebook, or in the workbook. She should check to see that they make no errors. It is important that the pupil get a correct impression of each word he has misspelled. Care taken to get the pupil to concentrate now will save time and error later.

From time to time the teacher will find it advisable to collect the papers or workbooks and check them before the next spelling period. In this way she will make sure that pupils really do find their own errors in the Wednesday test.

THURSDAY

This is *Hard-Word Day*. Each pupil now concentrates on his own Hard Words. He is taught a method of study and supervised in his work until he learns how to attack and master words that are difficult for him to learn to spell. If he has already learned a similar method of study, he will need to make only slight modifications in order to use the method developed in this series.

The teacher gives directions similar to the following:

> Thursday is Hard-Word Day. Each of you will study only those words he misspelled on his Wednesday test. In the study of each word we shall use the steps, How to Learn to Spell, on page 8 of your textbook [or, "on the inside of the front cover of

your workbook"]. If you have already learned these or similar steps, review them and make sure you know and use them.

Let us work through the steps together. Each pupil will begin with his first Hard Word. Let us read the first rule on page 8 [or, for the workbook edition, "on the inside front cover"]: "Look at the word and say it softly to yourself. Make sure you hear every sound correctly." Now look closely at your first Hard Word and say it softly.

Now let us read and follow the second rule: "Look at the word and say each letter in it." This is important. You cannot write a word unless you know the order of its letters. Now say very softly the letters of your first Hard Word.

Now look at study rule 3: "Cover the word or close your eyes. Try to say each letter of the word without looking at it." It helps if you can see a word in your mind with your eyes closed and can say each letter as you recall the way the word looks. How many can see each letter in your first Hard Word with your eyes closed? Try several times until you can do so.

When you can see each word clearly in your mind and say each letter in it, you are ready for rule 4: "Look at the word and copy it." Look sharply. Do not make any mistakes. Compare what you have written with your book [or your workbook]. Have you written it correctly?

Now follow rule 5: "Write the word three times without looking in your book. Check the spelling. If you have made a mistake, start again with the first rule in the list." It is a good idea to cover each word as you write it. If you have written the word correctly three times, you have probably learned it, but you will be checked again tomorrow. Master your Hard Words and you will become a good speller.

Now study each of your Hard Words in the same way.

An alternate procedure for the study of Hard Words which has been found particularly useful for slow-learning pupils and those who have difficulty in reading and spelling is incorporated in the following modification of rule 4:

> Now look at the word and copy it in large letters. After you have written the word, trace each letter in the word with your finger, saying the letters as you trace the word and saying the word after you have traced it. Trace the word several times.

The pupil may then proceed as indicated in rule 5.

This method has been found helpful with nonreaders and with those handicapped in spelling. It is a good remedial method, but it is not wise to overemphasize it with children who learn spelling easily, and it should not be allowed to retard instant and automatic recognition in reading. If persisted in beyond the initial stages of learning a word, it may retard the development of automatic, rapid recognition and writing.

When each pupil has studied the words misspelled on the Wednesday test, he should study in the same way any words that he spelled incorrectly on the Friday test of the previous week. These are his *individual* review words. He should then proceed to learn the list of Review Words given in his book.

The Other Words to Spell are words added to the basic list for pupils who have special aptitude for spelling. They are to be studied on Thursday by those who have no Hard Words or very few of them. They need not be studied by slow learners. They are intended to enrich the spelling vocabulary of good spellers who learn rapidly.

FRIDAY

This is *Final-Test Day.* If the pupils have been taught well on preceding days, they should look forward with interest to the final weekly test because it will tell them how well they have succeeded in their work. The teacher's directions may be as follows:

> Today we shall find out if we have been successful in our week's work. The words we misspell today have not been well learned. They are our spelling demons, and we shall have to give them special attention.

The teacher then tells the pupils how to prepare their test papers or where to find the space in the workbook for this Friday test. She pronounces each word distinctly as the pupils write it.

When the test is completed, the teacher will supervise the correction of the work and will assist each pupil in computing his score and in entering it on his Progress Chart.

In the workbook edition a Progress Chart is provided for the use of the pupil. Teachers are urged to have their pupils mark it regularly after each Friday test. In schools which furnish free copies of the textbook edition and which use the books for successive groups of pupils, teachers may mimeograph copies of the Prog-

ress Chart, which is shown on page 92 of each book. Each pupil should be provided with his own copy; or, if the teacher prefers, each pupil may copy the chart in his spelling notebook. This Progress Chart will help greatly to maintain the child's interest in his spelling.

Any words misspelled on the Friday test should be written correctly in a spelling notebook, or, in the workbook edition, in the proper space provided in the next week's lesson. The words should be studied at the special time allotted to review on Thursday, or at any other available time. Careful follow-up will be necessary in order to make sure that the pupil uses the study method properly and concentrates on these especially difficult words.

The preceding detailed outline of procedure will be particularly suggestive for the teacher who is first using this series and for the first lessons in the book. After the pupils have learned the procedure, the teacher naturally should abbreviate her suggestions and guidance and throw more responsibility on the pupils for independent work, but she should check frequently to make sure that the pupils are following directions and making the best use of the method. The method should never be used mechanically. It should be intelligently interpreted and adapted to the needs of each group of pupils.

A MODIFIED THREE-DAY PLAN

Because of the desirability of more frequent and shorter periods of practice, the authors recommend that the five-day weekly plan be used. Those schools which find it impossible or undesirable to do so are advised to adopt the following plan for three days a week:

Monday. Presentation and Working with Words
Tuesday. Pretest; study of Hard Words and Review Words
Friday. Final Test and remedial work on the week's work

When the modified plan for three days a week is used, the authors recommend that the total time should not exceed 25 minutes per day, except in such cases as show obvious need for additional time on spelling.

IV. Procedure for Review

THE REGULAR SIX WEEKS' REVIEW

The general plan of work for review week is similar to that of any developmental week. The modifications of procedure suggested below will aid the teacher in organizing effectively the work of this period.

Review work is introduced at the close of each unit to give the pupil an opportunity to study again his own hard words, to check his mastery of the entire unit word list, and to relearn any words that are misspelled on the review tests. All words presented during the preceding five weeks are now recalled in one complete unit word list. Ample review exercises recall the rules, variant forms, meanings, and skills that have been taught during the period. The test, which is divided into two parts, measures again the degree of mastery of the unit word list. The procedure may be as follows:

MONDAY

Since all words have been taught in context in the weekly lessons, the presentation of the review list should not consume much time. The teacher may use the following approach:

> This is review week. You are to make sure this week that you have learned all the spelling words of the last five weeks. You may wish to reread all the stories rapidly and locate the words again in the stories, but first of all concentrate on your hard words again. Your hard words are the ones misspelled on your Friday tests. Make a list of them. Use the study rules you have been taught. Follow the directions given on page 19 of your textbook ["page 11 of the workbook"].
>
> If you have only a small number of hard words, you may review any words you missed on the Wednesday tests. You also may study your Other Words to Spell or words which you need in writing that you do at home or at school and which you wish to learn to spell.

TUESDAY

The teacher may say:

> Today you start studying your Reviewing Your Words exercises. Let us look at the exercises and see if you know what to

do. Read each exercise carefully. Write the answers in your notebook [or, "in your workbook"]. Pay special attention to the exercises dealing with your hard words.

The teacher will supervise the study, make suggestions and corrections, and do such teaching as may be needed.

WEDNESDAY

The teacher may begin:

Today we shall have our first review test. Listen carefully as I pronounce each word. Say the word softly to yourself. Then write each word correctly.

When the pupils have written the test, help them to correct the test and to count the number of words spelled right.

THURSDAY

On Thursday the second half of the test is given, this part of the test is corrected, and the total score for review week is computed. This score is the number right on both tests. Enter this score on the Review Progress Chart, page 104, workbook edition. If the teacher wishes to do so, she may turn this score into a grade for the six weeks' period.

FRIDAY

The teacher says:

Today is clean-up day. If you misspelled any words on the Wednesday or Thursday tests, you are to study them today. These words are your Spelling Demons. If you did not misspell any words, you may use your extra time in mastering any other words you wish to learn to spell.

PROCEDURE FOR THE HALF-YEARLY REVIEW

In schools which have an extra week for a half-yearly review, or which wish to speed up the work so as to have time for such a review week, the teacher may proceed as follows:

Monday. Ask each pupil to find and correctly write all the words that he misspelled on Friday tests during the half year. He must be sure to copy these words correctly. He then studies them as hard words.

Tuesday. Ask each pupil to find and write correctly all the words misspelled on the six weeks' tests. He should study these words as hard words.

Wednesday. Give Test A of the half-yearly tests.

Thursday. Give Test B of the half-yearly tests.

Friday. Help the pupils to clean up the words misspelled on the half-yearly tests.

If the teacher has given Test A as a pretest at the beginning of the year, she may wish now to give only Test B. In that case, continue the individual study of hard words on Wednesday, or work with the group in reviewing the entire list. On Thursday give Test B of the half-yearly tests. On Friday clean up any words misspelled on this test.

Some teachers may have difficulty in finding time for this additional review. If they wish to do so, in schools having only a nine-month year, they may speed up the last six weeks' period by using four days instead of five each week for the development of each weekly lesson as follows.

Monday. Presentation and individual word study
Tuesday. Initial test and location of hard words
Wednesday. Study of the individual hard words
Thursday. Final test and clean-up
Friday. Presentation and individual study of the next lesson

By following this plan, one additional week will be gained for use as a half-yearly review week. This speed-up plan should be effective during the last period of a half year, since the pupils have accumulated interest and have mastered the procedure.

In schools which are in session for nine and one-half months, the extra week each half year may be used for review without the speed-up indicated in this section.

Even though the teacher prefers not to plan for an entire week of review, she should find time to give the half-yearly test which measures spelling achievement during that period.

SUMMARY OF THE REVIEW PROGRAM

The review program of *My Spelling* is complete and adequate, as is shown by the summary outline on page 30:

WEEKLY REVIEW

1. The Hard Words misspelled on the Wednesday test are studied on Thursday.
2. The Review Words selected by the authors are studied each week on Thursday.
3. Each pupil reviews on Thursday the words he misspelled on the Friday test of the preceding week.

UNIT REVIEWS

1. Every six weeks all New Words presented during the preceding five weeks are reviewed.
2. Every six weeks each pupil reviews the words he misspelled on the Friday tests.
3. Every six weeks each pupil studies again the words he misspelled on the review test.

HALF-YEARLY REVIEW

1. Each half year each pupil reviews the words that he misspelled on Friday tests and review tests during that period.
2. The half-yearly word list is again reviewed and tested.
3. All words misspelled in the half-yearly test are reviewed and written correctly.

YEARLY REVIEW

1. Each year the pupil's hard words for the year are reviewed and rewritten.
2. Each following year the hardest words of the preceding year are reviewed.

V. The Testing Program

The testing program of *My Spelling* is complete. It provides for half-yearly pretests, biweekly progress tests, six weeks' review tests, and half-yearly review tests. A complete outline of the plan follows:

PRETEST

At the beginning of each half year the pupil is pretested on a list of words selected from the list for the half year.

WEEKLY TESTS

1. Each Wednesday all New Words are pretested. In the workbook this is called My First Test.
2. Each Thursday the pupil tests himself on the Hard Words misspelled on the Wednesday test and writes them again.
3. Each Friday all New Words and the Review Words from the preceding week are tested. In the workbook this is called My Final Test.
4. Each Friday the pupil tests himself again by checking any words misspelled on the Friday test and writing them again.

SIX WEEKS' TESTS

1. Each six weeks the pupil is tested on all New Words taught during the preceding five weeks. This review test is always given in two parts in order to avoid fatigue.
2. Each six weeks the pupil tests himself by writing correctly the Spelling Demons misspelled on the review tests.

HALF-YEARLY TESTS

1. Each half year the pupil is tested on selected words from the list for the half year.
2. Each half year the pupil tests himself by writing correctly the words misspelled on the half-yearly test.

YEARLY TEST

1. Each year the pupil may be tested on the year's list by writing tests on a list of words selected from the yearly list.
2. Difficult words are tested again the year following the first teaching when they are found in the review lists.

The pretest and half-yearly tests are optional, but their use will give real satisfaction to both teacher and pupils. The pretest is given during the first or second week of school. Its purposes are, first, to obtain a measure of each pupil's ability to spell; second, to aid the teacher in identifying those who are likely to need special help; and third, to afford a base for appraising the progress of each pupil during the half year.

The half-yearly test, or end test, is given when the work for the half year has been completed. The results of this test serve two

main purposes. First, the average score of the class may be compared with the average score on the pretest, as a measure of the achievement of the entire group. Second, a comparison of the score of each pupil on the pretest and on the test at the close of the half year gives a measure of individual achievement. For example, a pupil in Grade Seven who compares a pretest score of 28 words right (56 per cent) with a half-yearly test score of 49 words right (98 per cent) has a real sense of satisfaction and accomplishment.

Lists of test words for Grade Seven are given on pages 66–67 of this manual. Lists for Grade Eight are on pages 108–109. These word lists and the accompanying dictation sentences, pages 68–73 and 109–114, are for the teacher's use. The tests are in two parts, A and B. In case a pretest is given, it is recommended that Test A be used for that purpose and that Test B be used for the end test at the close of the half year. There is, however, no objection to using both forms as the pretest and again as an end test, since the lapse of a half year will largely remove the likelihood of a pupil's memorizing the test words.

Dictation sentences are furnished also for testing both the New and Review Words of each week's lesson. Those for Grade Seven are on pages 47–66 and those for Grade Eight are on pages 86–107 of this manual. These sentences may be used on Wednesday or on Friday—or, if the teacher wishes, on both days. They will probably be most helpful if used on Wednesday, when the words are not as familiar as they will be later. If used on Wednesday, the teacher will, of course, not include the sentences containing Review Words. No sentences are given for the six weeks' review tests.

The primary purpose of dictation sentences is to provide suitable context for the words to be spelled in each weekly test. However, these sentences may also be used as dictation exercises, if desired. In that case, the children will write each sentence from dictation without the test word being indicated.

Occasional dictation exercises enable the teacher to tell how well pupils write the spelling words in context. Dictation exercises are, however, time-consuming and need not be used except occasionally.

VI. The Aims of Spelling Instruction in Grades Seven and Eight

The general aims, or purposes, of teaching spelling in Grades Seven and Eight are as follows:

1. To teach the child to spell the words he needs to use in all his written expression, but more particularly in friendly letters, notes, memoranda, themes, and other creative writing.
2. To expand the pupil's writing vocabulary and give him command over the various meanings of words as they are met in speaking and writing.
3. To continue practice with such common rules as those that govern the forming of plurals and possessives and the adding of suffixes and prefixes.
4. To continue practice in the study of the visual and phonetic characteristics of words and to acquaint the pupil with the similarities and differences in words which may help him to master new words quickly.
5. To continue emphasis upon spelling the variant forms derived from root words and to introduce the derivation of words from certain foreign languages, mainly the Greek and Latin.
6. To give the child constant practice in the use of the dictionary as an aid to the syllabication, spelling, and pronunciation of words and the comprehension of their meanings.
7. To acquaint the pupil with the more uncommon suffixes and the more common prefixes, and with their use in the formation of variants from root words.
8. To give special emphasis to the meaning and use of an increasingly difficult vocabulary.
9. To give special emphasis to the correct pronunciation of more difficult words.
10. To give constant practice in good spelling habits, the use of good methods in the mastery of new words, and the use of all the common aids to good spelling.
11. To maintain an interest in spelling as an aid to written expression, to develop a spelling conscience, and to develop the habit of checking all written work for accuracy in spelling.

In addition to the basic skills and abilities which were developed in Grades One and Two, the spelling skills in the following list have received constant practice in Grades Four, Five, and Six. It is on these skills and abilities that the teacher, in Grades Seven and Eight, should continue to build. Each incoming group of children, however, will vary in the degree to which they have mastered these skills. The teacher should, therefore, appraise the extent to which any given group has mastered them. The following list will serve as a checking list, to which the teacher may make constant reference in her attempts to determine the needs of any given group of pupils.

Pupils entering Grade Seven who have studied *My Spelling* or *My Workbook Spelling* in the middle grades have had much opportunity to develop the following:

1. Ability to note the specific letters and letter combinations in new words and the likenesses and differences among words as to form.
2. Familiarity with the symbols of the common English sounds and ability to spell the common phonetic elements in words, thus becoming able to master new words with greater ease.
3. The ability to see known elements in new words and to learn to spell quickly new words with familiar elements.
4. The ability to form variants from root words by adding the more common suffixes *s*, *es*, *ed*, *ing*, *ful*, *ly*, *y*, *er*, and *est*.
5. Knowledge of the use of the prefixes *dis*, *in*, and *un*.
6. The ability to form clearly and accurately the letters of the alphabet and to take care with those letters that may be confused, especially *i-e*, *l-t*, *l-e*, *m-n*, *n-u*, *b-d*, *k-h*, *v-u*, and *a-o*.
7. Familiarity with the following concepts: *syllable*, *vowel*, *consonant*, *singluar*, *plural*, *possessive*, *opposite*, *synonym*, *homonym*, *compound*, *root*, *prefix*, and *suffix*.
8. Familiarity with the common uses of the capital letter: beginning of sentence, proper names, titles, months, and proper adjectives.
9. Familiarity with and ability to apply the rules for writing plural forms, writing possessive forms, adding the suffixes *ed*, *ing*, and *ly*, and spelling words with *ie* or *ei*.
10. Familiarity with the following dictionary skills:

a. Ability to find a given word in the dictionary by using guide words and the alphabetical order.

b. Ability to divide a word into syllables according to the dictionary.

c. Ability to use the diacritical marks in working out the pronunciation of a new word.

d. Ability to interpret and use accent marks.

e. Ability to determine the meaning or meanings of a new word from the definition and use of the word as indicated in the dictionary.

f. The habit of consulting the dictionary constantly.

11. Ability to derive meanings and to use words meaningfully:

a. The ability to determine the meanings of words from their use in context.

b. Familiarity with the concept of multiple meanings and a knowledge of the most common meanings attached to words.

c. Ability to illustrate the meaning of a word by using it orally or in writing.

d. Ability to complete the meaning of a sentence by choosing the right word.

VII. Teaching Aids for Grade Seven

SPECIFIC SKILLS AND ABILITIES DEVELOPED IN GRADE SEVEN

In addition to the directions for the development of the weekly lesson plans and for the review procedure outlined in earlier sections of this manual, an analysis of the specific items to be learned in each unit will enable the teacher to develop her work day by day with a clear idea of the aims, or purposes, to be achieved.

The following analysis will give the teacher a complete view of the specific skills and abilities which are developed as a part of the spelling program for Grade Seven. It will also help her in planning her weekly and daily lessons and in developing the unit themes which integrate spelling with the life and school activities of the pupil.

The analysis of specific learning items follows the textbook and workbook editions unit by unit. In order to facilitate reference to the pupil's book, the number is given for the lesson or lessons in which each item is presented. Careful checking of both editions will

w that the two are essentially the same. At times the emphasis on specific skills is slightly different, but in both editions each new word is included in at least one Working with Words exercise. The same skills are practiced in both editions.

This analysis is designed to show the completeness of the program of word study, its continuity, and the repetition and distribution of essential skills. The teacher should compare this analysis with Working with Words in the daily lessons and plan to give adequate emphasis to each learning exercise.

Items which occur only in the textbook edition are marked with a dagger (†); those which occur only in the workbook edition are marked with an asterisk (*). Those which occur as a part of the weekly review exercises in the workbook edition are marked R. Those in both editions have no specific designation.

Unit I. Building New Words

WORD ANALYSIS

Identifying letters and letter combinations:

Phonograms: *ei* in *seize*, 3 R; *ph* in *photograph*, 5†
Other letters and letter combinations: finding sounds of *a* and *o*, 5

WORD BUILDING

See also Rules and Generalizations, pages 37–38, for statements of rules taught.

Adding or dropping *ed* and *ing*:

Without changing the root word: 2, 3 R
Dropping final *e*: 2, 6*
Changing *y* to *i* before adding *ed*: 2
Doubling the final consonant: 3, 3 R

Adding *ly*—no change in root form: 1†, 5 R

Forming the plural:

Adding *s*: 1, 5 R
Adding *es*: 1, 5*
Changing *y* to *i* before adding *es*: 1, 4†, 5 R

Forming the possessive:

Of singular nouns: 4, 4 R, 6
Of plural nouns ending in *s*: 4, 4 R, 6*

Of plural nouns which do not end in *s*: 4
Recognizing a prefix: *mis* in *misspell*, 3 R
Adding *al*: *occasion*, 5 R

DEVELOPMENT OF WORD MEANING

Finding word meanings: 2
Matching words and definitions: 5, 6*
Reviewing the meaning of "synonym": 6
Matching words and their synonyms: 6

USE OF THE DICTIONARY

Writing words in alphabetical order: 1*, 3†, 4†
Writing words in syllables: 1†, 3, 4, 5†, 6
Placing the accent mark: 3
Finding pronunciations: 3 R, 5, 6
Finding meanings: 2
Silent letters: final *e*, 6; *w* in *wrapped*, 3†; *w* in *awkward*, 5†; *n* in *column*, 5; *b* in *thumb*, 5*
Reviewing long and short vowels: 6
Marking vowel sounds: 1†, 6
Reviewing sounds of *a* and *o*: 5
Learning the meaning of "diacritical marks": 6
Using the respelling of a word as a guide to pronunciation: 6

RULES AND GENERALIZATIONS

Rules for forming plurals (These rules have been introduced earlier and are reviewed in Grade Seven):

Most words form their plural by adding *s* to the singular: 1
Words ending in *ss*, *sh*, *ch*, *x*, and *z* usually form the plural by adding *es* instead of *s*: 1
Words ending in a consonant and *y* form the plural by changing the *y* to *i* and adding *es*: 1

Rules for adding *ed* and *ing* (With the exception of the last one, all rules under this heading have been stated in earlier grades of this series):

Many words are formed by adding the endings *ed* and *ing* without any change: 2
Words which end in a silent *e* drop the *e* before adding *ed* and *ing*: 2

Words ending in a consonant and *y* change the *y* to *i* before adding *ed*, but do not make any change before adding *ing*: 2

Words ending in a vowel and *y* usually add *ed* and *ing* without making any other change: 2

Words of one syllable which end in a single consonant preceded by a single vowel double the final consonant before adding *ed* and *ing*: 3

Words of two or more syllables usually double the final consonant before adding *ed* and *ing* when these conditions are met: the last syllable ends in a single consonant preceded by a single vowel, and the accent is on the last syllable: 3

Rules for forming the possessive (The first rule is reviewed; the others are new in this grade):

Singular nouns form the possessive by adding an apostrophe and *s* (*pilot, pilot's*): 4, 6

Plural nouns which end in *s* add only an apostrophe to form the possessive (*aviators, aviators'*): 4, 6

Plural nouns which do not end in *s* add the apostrophe and *s* to form the possessive (*men, men's*): 4, 6

USING THE SPELLING WORDS

Writing a specific word: 3, 4†, 5†

Using words in sentences: 2, 5, 6

Unit II. America, a Land of Opportunity

WORD ANALYSIS

Identifying letters and letter combinations:

Phonograms: *broad* in *abroad*, 9†; *ea* in *reason* and *increased*, 10 R

Consonant combinations: *ch* in *orchestra, choir*, and *chorus*, 10; *ph* in *physical*, 11

Double consonants: 10†, 11

Finding and hearing the common element in rhyme words: *rumble–humble*, 8*

Seeing small words in larger ones: *ship* and *yard* in *shipyard*, 8†; *music* in *musical* and *musician*, 10

WORD BUILDING

Endings *ed* and *ing*:

Adding or dropping *ed* and *ing* without changing the root word: 7†, 7R, 8, 8R, 9, 11

Dropping final *e* before adding *ed* or *ing*: 8†, 9, 9 R, 10*
Changing *y* to *i* before adding *ed*: 7†, 9
Doubling final consonant before adding *ed* or *ing*, or recognizing words illustrating the rule: 7†, 12†
Adding or dropping *ly*: 7 R, 8, 8 R, 9, 9 R, 10 R, 11, 12
Review of rules for adding *ly*: 12. (See also Rules and Generalizations.)

Plural endings:
Adding *s*: 7 R, 9*, 10*, 11, 11 R, 12
Adding *es*: 12*
Changing *y* to *i* and adding *es*: 11, 12
Forming possessive of singular nouns: 9, 12
Adding other endings without changing the root word: 7†, 7 R, 8, 8 R, 9, 10 R, 11
Recognizing root words and suffixes in words which add the suffixes without changing the root words: *ance* in *appearance*, 7†, 8 R; *able* in *acceptable*, 7†, 8 R; *ful* in *delightful*, 7†; *ly* in *honestly*, 7†; *ed* in *skilled*, 7†; *ment* in *management*, 8; *y* in *honesty*, 8; *ed* in *displayed*, 8; *al* in *personal*, 8†
Observing that the *e* in *judge* is dropped in *judgment*: 8
Recognizing *tion* as an ending: 8, 9
Reviewing the meaning of "prefix": 12
Recognizing and using prefixes: *im*, 11, 12; *un*, 12

DEVELOPMENT OF WORD MEANING

Learning two meanings of *firm*, 7†; *character*, 8; *favor*, 8; *personal*, 8*; *confidence*, 8*; *composition*, 10†
Matching words and definitions: 7†
Learning the meaning of "antonyn": 12
Recognizing antonyms: *stingy–generous*, 12; *grief–happiness*, 12; *foolish–sensible*, 12; *proud–humble*, 12
Learning the derivation of *operated* and *opera*: 12

USE OF THE DICTIONARY

Practicing alphabetizing: 7*, 12†
Practicing syllabication: 7, 8, 10, 11, 12
Finding pronunciations and meanings: 7†, 8, 9, 10, 11
Marking vowel sounds: 7†, 8, 10†, 12
Noticing respellings: 10
Placing accent marks: 7*, 11*

OTHER RELATED LANGUAGE-ARTS SKILLS

Improving penmanship: *a* and *o*: 12
Using a capital letter for *Easter*, 10, 11 R

RULES AND GENERALIZATIONS

Review of the rules for adding *ly*:

Most words that add *ly* do so without any change in the root word: 12

Words ending in *le* usually drop the *le* and add *ly*: 12

Review of the rule for *ei* and *ie*:

Put *i* before *e* except after *c*, or when sounded like *a*, as in *neighbor* and *weigh*: 12†

Review of rules previously taught, in every lesson

USING THE SPELLING WORDS

Using words in sentences: 7†, 8, 9, 10, 12
Writing a specific word: 10†

Unit III. American Food Products

WORD ANALYSIS

Identifying letters and letter combinations:

Double consonants: 13†, 17

Phonograms: *eo* in *luncheon*, 15; *eo* in *luncheon* and *ou* in *prosperous* as *ŭ*, 16 R; *ou* in *prosperous*, *poultry*, *announcement*, *throughout*, 18

Other letters and letter combinations: *c* as *s* in *cereal*, 14; *ch* in *stomach*, 14; *qu* in *quote*, 15; *pre* and *pro* in *prepared*, *properly*, *probable*, *prosperous*, 15; *ious* in *delicious* and *various*, 16; *ex* in *expand*, *expensive*, *exception*, 17†; *c* as *k* and *s* in *cafeteria*, *decay*, *celery*, and other Review Words, 18

Seeing small words in larger ones: 13†, 14, 15
Recognizing the parts of compound words: *throughout*, 13†

WORD BUILDING

Endings *ed* and *ing*:

Adding or dropping *ed* and *ing* without changing the root word: 13†, 15, 16†, 17 R

Dropping final *e* before adding *ed* or *ing*: 13†, 14, 15 R, 16†
Changing *y* to *i* before adding *es*: 13†
Recognizing the rule for doubling the final consonant: 17

Writing plural forms:

Review of rules: 13†, 15 R, 16, 17

Exception to words in *ch* which add *es*: *stomach*, 15 R

Singular and plural the same: *salmon*, 17

Adding *ly* and recognizing root in words ending in *ly*: 13†, 14, 15†, 17†

Adding *ment*: 14, 14 R, 15, 16

Recognizing other root words and suffixes in words which add the suffixes without any change: *age* in *shortage*, 13†; *ary* in *customary*, 14†; *y* in *difficulty*, 14*; *age* in *package*, 15; *ion* in *inspection*, 15; *ous* in *prosperous*, 15†; *y* in *delivery*, 16; *able* in *suitable*, 16; *ly* in *highly*, 17†; *able* in *diasgreeable*, 18

Recognizing endings: *ious*, 16; *tion*, 17†

Recognizing *varied* and *various* as formed from *vary*: 17

Learning the meaning of "derived word": 18

Learning that the spelling of a root word is often changed in forming the derivative, as in *occupation*: 18

Using prefixes to build words: *dis* and *in*, 16 R, 18; *ex*, 17†; *un* and *im*, 18

Learning how a prefix changes meaning: 18

DEVELOPMENT OF WORD MEANING

Learning two meanings of a word: *elevator*, 14†; *excess*, 14†; *retreat*, 17

Matching words and definitions: 13†, 14, 17

Recognizing and using antonyms: *import–export*, 13; *wholesale–retail*, 15

Recognizing and using homonyms: *coarse–course*, 13 R; *stake–steak*, 15

Learning the derivation of *attract*, *attraction*, *attractive*, 18†

USE OF THE DICTIONARY

Practicing alphabetizing: 13*, 18†

Practicing syllabication: 13*, 14, 15, 16, 17

Finding pronunciations and meanings: 13, 14, 15, 18

Placing accent marks: 14*

Marking vowel sounds: 16†, 17†

Using guide words: 18

Learning various sounds of *ou*: 18*

RULES AND GENERALIZATIONS

Review of rules previously taught, in every lesson
Final *e* is usually not dropped before adding *ment*: 16

USING THE SPELLING WORDS

Writing a specific word: 16
Using words in sentences: 13, 14†, 15, 17, 18
Using words that describe in sentences: 18

Unit IV. The Conservation of Natural Resources

WORD ANALYSIS

Identifying letters and letter combinations:

Double consonants: 22
Phonograms: *ea* as ē and ĕ, 19†, 24; *ate* in *estimate, regulate, moderate, appreciate*, 20; *ie* in *relieve*, 22 R; *io* in words ending in *ion, sion, tion, ation*, 24
Other letters and letter combinations: *c* and *s* in *license*, 20†; sounds of *u*, 21; *ion* in *cushion*, 22†; *ph* in *pamphlet*, 22; *sc* in *scale* and *scheme*, 23†
Finding and hearing the common element in rhyme words: *conceal–appeal*, 19†; *reclined–declined*, 19†
Recognizing the parts of compound words: *meantime*, 19†
Recognizing similarities and differences: *irrigate–irrigation*, 24

WORD BUILDING

Endings *ed* and *ing*:

Adding *ed* and *ing* without any other change: 19†, 20, 20 R, 23*, 24
Adding *ed* and *ing* to words ending in a vowel and *y*: 22, 24†
Dropping final *e* before adding *ed* and *ing*: 19†, 19 R, 20, 21, 23†, 24
Recognizing words which changed *y* to *i* before *ed*: 20, 21 R

Writing plural forms:

Applying the rules already learned: 19, 19 R, 21, 22*, 23 R, 24

Adding or dropping *ly*—no change in the root form: 21, 24
Adding or dropping *ment*: 20, 21, 22, 24†

Recognizing root words and suffixes in words which add the suffixes without changing the root words: *able* in *considerable*, 19, 24;

able in *reasonable*, 20, 24†; *ure* in *moisture*, 22; *ation* in *foundation*, 23†, 24; *ation* in *consideration*, 24†

Recognizing another word which drops final *e*: *storage*, 22

Recognizing derived words in which the form of the root word was changed: 19, 24†

Recognizing the suffix *tion*: 21

Recognizing and using prefixes: *un*, 22; *in*, 22†, 23 R

DEVELOPMENT OF WORD MEANING

Learning two meanings of a word: *concern*, 23†, 24*; *established*, 23†; *settle*, *scale*, and *register*, 24; *limit* and *institute*, 24†

Matching words and definitions: 21, 22, 23

Recognizing that a change in meaning accompanies a change in pronunciation or accent: *protest*, 20

Recognizing and using antonyms: *rural–urban*, *increase–decrease*, *negative–positive*, *ungrateful–grateful*, *poverty–wealth*, 23

USE OF THE DICTIONARY

Practicing alphabetizing, 24†

Practicing syllabication: 19, 20, 21, 22, 23

Finding pronunciations and meanings: 19†, 20, 21, 22, 23, 24

Marking vowels: 19†, 20*, 21*, 22, 24

Identifying silent letters: final *e*, 19†, 24

Learning sounds of *u*: 21

OTHER RELATED LANGUAGE–ARTS SKILLS

Using capitals correctly for proper nouns: *department* and *Department*, 23

Improving handwriting: *m–n*, 24

RULES AND GENERALIZATIONS

Review of rules previously learned

Put *i* before *e* except after *c*, or when sounded like *a*, as in *neighbor* and *weigh*: 22 R

USING THE SPELLING WORDS

Writing a specific word: 22†

Using words in sentences: 19†, 20, 21†, 21 R, 23, 24†

Unit V. Health

WORD ANALYSIS

Identification of letters and letter combinations:

Double consonants: 29

Phonograms: *ie* in *grief*, 26, 30; *ie* in *hygiene*, 27, 30; *ie* in *brief*, *pierce*, 28, 30; *qui* in *mosquito*, 27; *eo* in *surgeon*, 27; *ai* in *complaint*, 28†; *au* in *authority*, 28†; *in* or *im* in *inquire*, *interfere*, *indicate*, and *importance*, 29

Other letters and letter combinations: *ible* in *visible* and *responsible*, 26; *c* as *k* in *co-operation* and *compliment*, 26 R; *serve* in *observe* and other familiar words, 30

Finding and hearing the common element in rhyme words: *sure–cure*, 27; *decrease–release*, 27; *coarse–hoarse*, 29; *content–extent*, 29; *require–inquire*, 29†

Recognizing the parts of compound words: *hereafter* and *otherwise*, 28; *somewhat* and *elsewhere*, 29

Learning that some compounds are not written together: *per cent*, 27

Changing a letter or letters to make a new word: *f* in *grief* to *ve*, 26; *ion* in *caution* to *ious*, 26†

Recognizing the difference in the second syllable of *interfere* and *introduce*: 30

WORD BUILDING

Endings *ed* and *ing*:

Adding or dropping *ed* and *ing* without changing the root word: 26, 27, 28 R, 29, 30

Dropping final *e* before adding *ed* or *ing*: 25 R, 26, 28†, 28 R, 29†, 30

Recognizing the double consonant before *ed*: 28, 30

Forming plurals:

Adding *s* or *es*: 25, 26†, 27, 28

Changing *y* to *i* before adding *es*: 27

Adding or dropping *ly*—no change in the root word: 25 R, 26

Forming the possessive of singular nouns: 25†

Using prefixes (meaning emphasized): *in*, 27 R, 30; *un*, 29 R, 30; *dis* and *co*, 30

Adding *ment*: 25, 28, 29 R, 30

Recognizing the root word and suffix in other words that add an ending without change: *able* in *agreeable*, 25; *ance* in *attendance*, 25; *ion* in *instruction*, 25*; *ful* in *dreadful*, 27

Recognizing other endings: *tion*, 25†; *ation*, 26†; *ous*, 29†

Recognizing small words in larger words: 29

DEVELOPMENT OF WORD MEANING

Learning two meanings of a word: *observe*, 25†; *further*, 25†

Matching words and definitions: 27, 28

Recognizing homonyms: *presents–presence*, 26; *sole–soul*, 28; *patients–patience*, 29 R

Recognizing synonyms: *short–brief*, 30; *only–sole*, 30; *stern–severe*, 30†; *ask–inquire*, 30†; *put off–postpone*, 30†; *harsh–severe*, 30*; *skillful–expert*, 30*

Recognizing antonyms: *joy–grief*, 30; *good–evil*, 30; *absence–presence*, 30; *stupid–clever*, 30

Distinguishing words that are sometimes confused: *effect–affect*, 29

USE OF THE DICTIONARY

Practice in alphabetizing: 25*, 30†

Practice in syllabication: 25†, 26*, 26 R, 27, 29, 30

Finding pronunciation and meanings: 25†, 26, 28, 29, 30

Marking vowel sounds: 26 R, 27 R, 29†

Identifying the silent letter: final *e*, 26 R, 27 R

Placing the accent mark: 26 R

Learning that some words have two spellings: *defense*, 26; *co-operation*, 30

Referring to a large dictionary: 26

RULES AND GENERALIZATIONS

Review of rules previously taught, in every lesson

Most words, except those ending in a consonant and *y*, add *ment* without a change. Two important exceptions are *judgment* and *argument*: 30*

Put *i* before *e* except after *c*, or when sounded like *a*, as in *neighbor* and *weigh*: 30

OTHER RELATED LANGUAGE-ARTS SKILLS

Improving penmanship: dotting *i*'s, 30; crossing *t*'s, 30; *e* and *l*, 30

Use of hyphen in *co-operation*, 30

USING THE SPELLING WORDS

Writing a specific word: 25†, 27
Using words in sentences: 25†, 26, 28, 29, 29 R, 30†

Unit VI. Man and His Machines

WORD ANALYSIS

Identifying letters and letter combinations:

Double letters: 32, 34
Recognizing hard *g*, as in *girl*, and soft *g*, as in *gem*: 34†, 36*
Letter combinations: *ern* in *modern*, 31†; *ex* in *examine*, 32†; *tele* in *telegraph*, *telegram*, and *telephone*, 34; *b*'s in *bulb*, 34; *dom* in *wisdom*, 34*
Seeing small words in larger ones: *renew*, *human*, *labored*, *connection*, and *assistant*, 33; *excitement*, 33*; *nonsense* and *promptly*, 34*
Seeing the parts of a compound word: *household*, 31†
Seeing the similarities and differences in words: *electricity–electrical*, 34; *confident–confidence*, 36; *convenient–convenience*, 36; *commerce–commercial*, 36; *satisfaction–satisfactory*, 36; *assistant–assistance*, 36; *necessary–necessity*, 36

WORD BUILDING

Endings *ed* and *ing*:

Adding *ed* and *ing* without changing the root word: 32, 35
Dropping final *e* before adding *ed* or *ing*: 31†, 31 R, 35

Forming plurals:

Adding *s* or *es*: 31 R, 34 R, 35, 36
Changing *y* to *i* and adding *es*: 35, 36
Adding *er* without any other change: 31†

Adding *ly*:

Adding *ly* without change: 31†, 32†, 33 R, 35, 35 R, 36
Dropping *le* and adding *ly*: 36

Dropping final *e* and adding *ial*: *commercial*, 35*
Writing the singular possessive form of nouns: 32, 34 R, 35 R, 36
Adding *ment*: 31†, 32, 33, 35, 36
Recognizing root words and suffixes in other words which add suffixes without any change: *ant* in *assistant*, 33; *ion* in *connection*,

33; *en* and *ed* in *threatened*, 35; *ion* in *construction*, 35; *able* in *remarkable*, 35; *ance* in *acquaintance*, 35, 36†; *al* in *original*, 36†; *hold* in *household*, 36†

Recognizing other endings: *ion*, 32

Using prefixes: *un*, 32, 33 R; *in*, 33 R

DEVELOPMENT OF WORD MEANING

Learning two meanings of a word: *volume*, 31†; *conduct*, 33

Matching words and definitions: 33

Recognizing antonyms: *written–spoken*, 33†; *encourage–discourage*, 34, 36†; *clumsy–skillful*, 34*; *awkward–skillful*, 34†; *age–youth*, 36†; *beginning–conclusion*, 36†; *failed–succeeded*, 36†

Recognizing and using homonyms: *vane–vain*, 33

Distinguishing words that are sometimes confused: *proceed–precede*, 35

Learning derivations: *telegraph* and *telegram*, 34; *submarine*, 36

USE OF THE DICTIONARY

Practicing alphabetizing: 31*, 36†

Practicing syllabication: 31†, 32, 33, 34, 35, 36†

Finding pronunciations and meanings: 31†, 33, 34, 35

Marking vowel sounds: 32 R, 36

Identifying silent letters: final *e*, 36

RULES AND GENERALIZATIONS

Application of rules learned previously, in every lesson

OTHER RELATED LANGUAGE–ARTS SKILLS

Improving penmanship: *a* and *o*, 32†; *b*, *f*, *h*, *k*, *l*, *d*, *t*, 36

USE OF THE SPELLING WORDS

Using words in sentences: 31†, 32*, 32 R, 33, 34†, 34 R, 35, 36

Using words that describe in sentences: 36

DICTATION SENTENCES FOR THE WEEKLY LESSONS

LESSON 1

New Words. 1. The pupils in our class want to learn to spell *correctly*. 2. The work of the whole class is *gradually* improving. 3. Our spelling bees are good *entertainment*. 4. The teacher used

that *expression* in the class today. 5. We are now studying *singular* and plural forms. 6. We have learned how to form the plural of *society*. 7. The plural of *battery* is formed in the same way. 8. In *colony* also we change *y* to *i* and add *es*. 9. Now can you make *strawberry* plural? 10. But remember that *spray* merely adds *s*. 11. We add an *es* to form the plural of *compass*. 12. An *es* is also added to form the plural of *sketch*. 13. Make *witch* plural in the same way. 14. What is the plural of *radish*? 15. In the spelldown several pupils missed the word *quilt*. 16. But everyone spelled *jacket* correctly. 17. Some pupils spelled *excursion* with a *k*. 18. Remember to put an *o* in *mirror*. 19. Be careful of the spelling of *carriage*. 20. At the next spelling bee we shall be better *informed*.

LESSON 2

New Words. 1. The spelling society will *adopt* certain rules. 2. The chairman will make a *formal* announcement. 3. We shall be careful not to *misspell* so many words. 4. Mary's mother rents *furnished* rooms. 5. Charles has been *elected* class president. 6. He thinks of *remaining* here over the holidays. 7. It seemed the rain would never *cease*. 8. The students will *advertise* their food sale. 9. Today we *dined* in town. 10. As we were *dining*, the parade passed the windows. 11. Many pupils will *apply* for farm work this summer. 12. We want to *seize* every opportunity to be helpful. 13. Frank *applied* for work last Saturday. 14. His brother will soon be *applying* for work. 15. The secretary *replied* to the letter. 16. She lost no time in *replying*. 17. Nobody has *denied* the rumor about a vacation. 18. The class has been *supplied* with books. 19. Our picnic was *delayed* by a storm. 20. The storm *destroyed* the tables in the park.

Review Words. 1. All the walks are *slippery* today. 2. What a *search* we had for Jim! 3. Is that word spelled *correctly*? 4. Our spelling has been *gradually* improving. 5. Father promised me a *compass* for Christmas. 6. Then I can take a long *excursion*. 7. Which *society* did you join? 8. Frank is going to draw a *sketch* of the sailboat.

LESSON 3

New Words. 1. We are *convinced* of the value of learning to spell. 2. We must *determine* when to double the final consonant. 3. We must be *constantly* on the alert. 4. Our gifts have been

wrapped in fancy paper. 5. The girls have *trimmed* their hats with red ribbon. 6. The firm is *shipping* wheat to England. 7. The girls like to spend an afternoon *shopping*. 8. My sister is going to a *wedding* next week. 9. In studying, we often *refer* to the dictionary. 10. The customer's request was *referred* to the manager. 11. The request was handled in the *ordinary* way. 12. Cold days *occur* in February. 13. Harry will *submit* a class report. 14. Bids for a new building were *submitted* Monday. 15. No one wants to *commit* an offense. 16. We do not know who *committed* the crime. 17. Shall we be *permitted* to leave early? 18. The army will *compel* him to report. 19. The rain *compelled* us to postpone our trip. 20. The storm *occurred* in the afternoon.

Review Words. 1. The secretary *omitted* some of her report. 2. The class is *planning* a picnic at the lake. 3. Everyone is *dining* early today. 4. I am *remaining* here for the present. 5. A heavy snowstorm *destroyed* some of our trees. 6. This time our class did not *misspell* any words. 7. The officers will *seize* the stolen goods. 8. When the music starts, the audience will *cease* talking.

LESSON 4

New Words. 1. My cousin is a *graduate* of a business school. 2. Grace wants to be a *secretary*. 3. Her father has given her a *typewriter*. 4. She wants to learn to type *perfectly*. 5. Words like *foreigners* still bother her in typing. 6. Joe is *chairman* of our club. 7. Harry expects to become a *preacher*. 8. His father was a *missionary* to China. 9. Our party was a very interesting *occasion*. 10. One senior gave an *explanation* of how a plane flies. 11. It was an *accurate* description. 12. The class *considered* him a good speaker. 13. I found some of the terms he used in the *dictionary*. 14. One of the *postmen* was seriously injured by a fall. 15. Jack will take the part of a *burglar*. 16. Harry will dress as a *janitor*. 17. Rachel acts as a *companion* to an old lady. 18. John and Frank are business *partners*. 19. In the play Frank *rebels* against John's authority. 20. We hope to give the play before a large *audience*.

Review Words. 1. The *principal* visited our room today. 2. In the history class we learned the name of our *governor*. 3. Our lesson was more interesting than the *ordinary* one. 4. The teacher *referred* us to the dictionary. 5. We learned about things that *occurred* during pioneer days. 6. Some of our essays were *submitted*

to the principal. 7. Pupils who had perfect attendance were not *compelled* to take all the tests. 8. The teacher's gift was *wrapped* in Christmas paper.

LESSON 5

New Words. 1. One actor in our play was a big, *awkward* fellow. 2. James was dressed to look like a *circus* clown. 3. One boy played the part of a *noble* character. 4. Many of the pioneers went *aboard* the ship. 5. Illinois is a *prairie* state. 6. Some of our products contain *alcohol*. 7. The teacher and her pupils watched the *television* show. 8. Frank has a *photograph* of his brother. 9. We have a *democratic* form of government. 10. James wants to be an *aviator*. 11. Henry told us about the uses of *radar*. 12. December is the *twelfth* month of the year. 13. Our pilot was asked his *opinion*. 14. The pilot left his car in the *garage*. 15. We watched the *toboggan* racing down the hill. 16. The boy was in a lazy *mood*. 17. John added a long *column* of figures. 18. One member of our class wrote a comic *verse*. 19. The child caught her *thumb* in the door. 20. John placed his watch on the *bureau*.

Review Words. 1. There are *thirteen* houses on this street. 2. We took the *western* road. 3. Jane was elected class *secretary*. 4. Peter's birthday was a happy *occasion*. 5. When did Anne *graduate* from high school? 6. The teacher repeated the *explanation* of the problem. 7. The word *foreigners* was new to Julia. 8. Jennie does very *accurate* work in the class.

LESSON 7

New Words. 1. John Turner always made the most of every *opportunity*. 2. By helping others he became *happier* himself. 3. He did not have a carefree and *delightful* childhood. 4. The family that had *adopted* him was hard working but poor. 5. They were pleased to be *admitted* to this country. 6. They liked the *appearance* of their new home. 7. The father was a *skilled* mechanic. 8. He was pleased when a chance for work *presented* itself. 9. The father wanted to *create* a place for his family. 10. He had a firm *belief* in John's ability to succeed. 11. Everyone was *favorably* impressed with the boy. 12. One day John wrote a *description* of his native land. 13. The story was sent to a publishing *firm*. 14. To his great suprise, it was found *acceptable*. 15. Its acceptance brought *happiness* to his family. 16. From the school he received a *certificate* of merit.

17. Every pupil knew John had *honestly* earned it. 18. They did not feel any *envy* of John's good fortune. 19. Everyone hoped he would have a *glorious* future. 20. Perhaps John will be a famous *author*.

Review Words. 1. Many of our ancestors came from a *foreign* land. 2. We hope you will *succeed* in your new position. 3. Mary left her gloves on the *bureau*. 4. Donald read all the newest books on *radar*. 5. Jack has an *alcohol* lamp in his workroom. 6. Bill likes to read stories of life on the *prairie*. 7. Fred said he felt *awkward* while making a speech. 8. The boys are making their *twelfth* toy plane.

LESSON 8

New Words. 1. Tony was a lad of good *character*. 2. When he left school, he made every *effort* to find work. 3. He was willing to make a *humble* beginning. 4. First he was a helper in a *shipyard*. 5. Here he showed a *sincere* desire to learn. 6. He also *displayed* ability to get along with people. 7. His employers felt increasing *confidence* in him. 8. Before long they gave him a job in the *production* department. 9. Almost *immediately* they saw an improvement in the shop. 10. They decided to *appoint* him manager of the shop. 11. Now nothing seemed *impossible* to Tony. 12. He improved the whole *management* of the shop. 13. Tony gave all problems his *personal* attention. 14. He showed good *judgment* in his work. 15. The shop was always well *operated*. 16. The young man was looked upon with *favor*. 17. There was never any question of his *honesty*. 18. Tony was honest in both public and *private* life. 19. What does his life *illustrate* to you? 20. Does it give you a better *understanding* of your own problems?

Review Words. 1. Many things are *strange* to a newcomer. 2. A good manager must have a *sense* of justice. 3. Frank knows that this is a *glorious* country. 4. The boy wants to become an *acceptable* citizen. 5. He has with him a *certificate* of good character. 6. We cannot judge a man's work by his *appearance*. 7. Can you give me a clear *description* of the place? 8. He felt no *envy* of the rich man's life.

LESSON 9

New Words. 1. Many boys of foreign birth are *unusually* intelligent. 2. They often *develop* into valuable American citizens.

3. Albert wanted to become a *literary* man. 4. He began his *career* in high school. 5. He was chosen as *editor* of the school paper. 6. Everyone was *deeply* interested in having a better paper. 7. Albert *personally* supervised the work. 8. The paper became more *attractive* at once. 9. Its circulation slowly *increased*. 10. Albert *advised* everyone to work even harder. 11. He was glad to consider any *sensible* idea. 12. The students made a *collection* of school news. 13. Albert added a column of news from *abroad*. 14. This was not the only new *feature*. 15. After leaving school, Albert became editor of a *magazine*. 16. He wanted to *publish* the best material. 17. His magazine became a noted *journal*. 18. There was an increase in its *circulation*. 19. The magazine became a very *popular* one. 20. Albert's success showed that a boy who *busied* himself in the right way could accomplish a great deal.

Review Words. 1. Edward Bok became a *successful* publisher. 2. Many pupils misspell the word *separate*. 3. The pupils are learning to show good *judgment* in selecting books. 4. Our reading may show a person something of our *character*. 5. The lost child was taken care of *immediately*. 6. It was *impossible* to find our way through the fog. 7. The mayor will *appoint* a new chairman for the committee. 8. The teacher will *illustrate* her talk with a drawing.

LESSON 10

New Words. 1. Victor has good *musical* ability. 2. He now plays in the school *orchestra*. 3. On Friday he will begin to practice *Easter* music. 4. Victor likes to sing in the mixed *chorus*. 5. At church he sings in the boys' *choir*. 6. Sometimes Victor has an opportunity to sing a *solo*. 7. The boy thinks this is a great *privilege*. 8. His *enjoyment* is increased by reading about musicians. 9. Some musicians *arrange* their own music. 10. Victor has won the *friendship* of some good musicians. 11. They have gladly offered him their *assistance*. 12. Victor is quick to *render* thanks for their help. 13. The family hopes that the boy will become a great *musician*. 14. Everyone says he has unusual *talent*. 15. Victor thinks people are *generous* in their praise. 16. Even now some friends *salute* him as a composer. 17. One *tune* of his has become a popular piano solo. 18. Many musicians have a favorite *composition*. 19. Our favorite instrument is the *violin*. 20. Have you ever been to an *opera*?

Review Words. 1. Be sure to study this *grammar* lesson very carefully. 2. You will soon find a good *reason* for doing so. 3. Who *advised* you to study French? 4. Our class is going to subscribe to a new *magazine*. 5. Do you expect to travel *abroad*? 6. The principal will *personally* conduct our field trip. 7. The cost of travel has greatly *increased*. 8. Our class president is a *sensible* fellow.

LESSON 11

New Words. 1. Many great men are very *modest* persons. 2. Their advice is sought on *frequent* occasions. 3. Some people excel in *mental* ability. 4. Other people are noted for their *physical* ability. 5. John is interested in every kind of school *activity*. 6. His father is *employed* by a mining company. 7. Tom's father does *drafting* in a steel plant. 8. Both men are very *particular* about their work. 9. We are sure they both deserve a *promotion*. 10. John wants to be a college *professor*. 11. He is the most *brilliant* pupil in the class. 12. Some athletes are *extremely* vigorous. 13. A boy will be *selected* to represent our class. 14. We are *fortunate* in having some good athletes. 15. We may win the game if we are not too *impatient*. 16. All the players should be treated with *courtesy*. 17. Tom's father has just bought some *property*. 18. He thinks it is a *profitable* investment. 19. Perhaps he will get a good *income* from it. 20. The property is near a *trolley* line.

Review Words. 1. We are trying to increase our *knowledge* of grammar. 2. Even in our games we can act like *gentlemen*. 3. John is going to play in the school *orchestra*. 4. He hopes to become a good *musician*. 5. Nearly everyone enjoyed the *Easter* service. 6. John's music teacher has given him much *assistance*. 7. Several of the pupils have a *talent* for music. 8. We think it is a *privilege* to study music.

LESSON 13

New Words. 1. War can cause a serious food *shortage*. 2. The shortage may be felt *throughout* the world. 3. The foods produced in our country are *varied*. 4. Each kind must have a *favorable* soil. 5. We produce large *quantities* of grains and fruits. 6. We generally have an *ample* supply. 7. They should be shared *evenly* with others. 8. We take *immediate* steps to help those in need. 9. Our country

has sent *supplies* to many nations. 10. There are some foods which we *import* from other countries. 11. Each year we *export* much grain and meat. 12. We try to grow vegetables of the best *quality*. 13. This may mean that the farmer must pay higher *wages*. 14. It is sometimes necessary to *adjust* food prices. 15. We hope to have an abundant *quantity* of food. 16. This means we must raise tons of food *annually*. 17. We think everyone will *approve* this plan. 18. No one should go hungry in the *midst* of plenty. 19. Every state and *territory* must produce its share. 20. If all the foods are *uniformly* good, the supply will be enough.

Review Words. 1. Maine and Idaho produce *excellent* potatoes. 2. Corn fodder makes a *coarse* feed for cattle. 3. Mr. Johnson is *employed* by an electric company. 4. Electricity has proved to be *extremely* useful. 5. Good food is necessary for *physical* strength. 6. Sam wants to be a *professor* in a university. 7. Not all great men have been *brilliant* students. 8. We think we are *fortunate* to have good schools.

LESSON 14

New Words. 1. We have learned that *agriculture* is a great industry. 2. Some of our farms cover *vast* areas. 3. Often a *portion* of a farm is used for pasture. 4. Sometimes we have an *excess* supply of food. 5. Surplus grains are often stored in an *elevator*. 6. There is sometimes *difficulty* in distributing food. 7. We hope to *solve* this problem. 8. Farmers wish to *dispose* of their products at a profit. 9. The government and the farmer should be in *agreement*. 10. There are certain duties each one must *assume*. 11. We hope to be able soon to *boast* of having solved the problem. 12. Then there will be food for each empty *stomach*. 13. Frank wants to learn to *operate* a farm. 14. He hopes to have a large farm, *including* a pasture. 15. Some farmers grow a *combination* of grains. 16. In the corn belt corn is the leading *cereal*. 17. In many homes it is *customary* to have cereal for breakfast. 18. Bread made from *rye* is often used. 19. No hungry boy needs to be *urged* to eat. 20. We were *entirely* satisfied with our good dinner.

Review Words. 1. A wire fence was put up at the *boundary* of the farm. 2. Does your mother have to *encourage* you to eat fruit? 3. We ship vast *quantities* of food to some countries. 4. There is much corn grown *annually*. 5. The weather now is *favorable* for

growing corn. 6. What grains are grown in your *immediate* vicinity? 7. Is Alaska now a state or a *territory*? 8. Most parents *approve* the eating of cereal with cream.

LESSON 15

New Words. 1. In the West there are many *prosperous* ranches. 2. The cattle on these ranches must undergo rigid *inspection*. 3. The beef must be carefully *prepared* for cold storage. 4. Meat *packing* is an important industry. 5. Good packing brings *steak* to your table in good condition. 6. There are *commission* houses that handle meat products. 7. They buy their products at a *wholesale* price. 8. Your local dealer sells the meat at the *retail* price. 9. He also sells *poultry* and dairy products. 10. Many *dairy* products are brought to us by rail. 11. It is sometimes *convenient* to ship by truck. 12. Thousands of pounds may be sent in one *shipment*. 13. We like to know that our food has been *properly* inspected. 14. Pure milk is also an important *item* of diet. 15. You may have some of these foods in your *luncheon* today. 16. Chicken is often served at a *banquet*. 17. There are various foods in the *cafeteria*. 18. Have you heard a radio announcer *quote* food prices? 19. Sometimes an *announcer* gives daily price lists and tells which items are the best to buy. 20. We think it *probable* that you also have some ideas on this subject.

Review Words. 1. In the evening Father *generally* reads the paper. 2. Some of our food has come over a long *route*. 3. Is *agriculture* an important industry in this state? 4. The Barton brothers *operate* a large dairy farm. 5. We had dinner at the *customary* hour. 6. In the store there is a large freight *elevator*. 7. In sowing grain, the farmer must *assume* some risk. 8. The boy said his *stomach* felt better after a good lunch.

LESSON 16

New Words. 1. Fred listened to an *announcement* on the radio. 2. The announcer told of a *delicious* new food. 3. He said it contained an important *vitamin*. 4. We saw the *advertisement* in the papers. 5. Susan thinks a *banana* makes any food taste better. 6. We are allowed some sweets in our *diet*. 7. Mother says variety helps to make a *wholesome* meal. 8. Care in *balancing* the diet is necessary. 9. Fruit must not be allowed to *decay*. 10. Be sure to *avoid* breaking the skin of soft fruits. 11. Refrigeration is the best way of

protecting many fruits. 12. We are going to *preserve* some peaches. 13. We do not want any *loss* of the fruit. 14. There are *various* methods of preserving food. 15. Mother will choose a *suitable* method for the peaches. 16. There is a *constant* demand for fresh fruit. 17. There is a daily *delivery* from the wholesale market. 18. Fred says that his favorite vegetable is *celery*. 19. Scientists often make a *comparison* of various foods. 20. Now do you realize better how closely *connected* health and proper diet are?

Review Words. 1. He was *altogether* too early for the bus. 2. John was *satisfied* with his good dinner. 3. The meat was sold at *wholesale*. 4. The salesman was paid a *commission* on the sale. 5. Is it *convenient* for you to travel by bus? 6. We enjoy eating in the school *cafeteria*. 7. The *luncheon* is served at twelve o'clock. 8. John wants to be the owner of a *prosperous* business.

LESSON 17

New Words. 1. The sea has a great *attraction* for some people. 2. Many men choose fishing as an *occupation*. 3. Some fish are caught at a great *depth* in the sea. 4. Fishermen must sometimes face *disagreeable* weather. 5. They like the sea *nevertheless*. 6. Some kinds of sea foods are quite *expensive*. 7. The lobster and *oyster* are among these foods. 8. The codfish is not usually too *highly* priced. 9. Do you know the *location* of the large oyster beds? 10. By some people fish is *preferred* to meat. 11. Jack's father likes to *recall* his fishing trips. 12. Fish *vary* greatly in size. 13. The little fish sought a *retreat* in the deep water. 14. Some restaurants offer a wide *selection* of fish. 15. Did you ever eat any fresh *salmon*? 16. Fish dealers seek ways to *expand* the market. 17. New methods in shipping make it easier to *distribute* sea foods. 18. I like all sea foods with the *exception* of shrimp. 19. Jack says these stories *tempt* him to plan a fishing trip. 20. He hopes his father will not *oppose* this plan.

Review Words. 1. Do they catch any fish in the *arctic* region? 2. Here is an *article* about Labrador fishermen. 3. The island was *connected* with the mainland by a bridge. 4. What *comparison* would you make between oysters and codfish? 5. Mother says red snapper makes a *delicious* meal. 6. Our diet should be made up of *various* foods. 7. Father says codfish contains an important *vitamin*. 8. Anne has promised to *avoid* being late for meals.

LESSON 19

New Words. 1. Years ago in our country wild life was *plentiful.* 2. But it has *declined* since then. 3. As people began to *settle* on the open plains, the wild creatures were killed or driven off. 4. This is especially true of the *buffalo* herds. 5. For nearly a *century* their number has decreased. 6. Many other wild creatures are becoming *scarce.* 7. The loss goes on *steadily* year by year. 8. Now people are concerned about the *fate* of our wild life. 9. Much is being done to *arouse* public interest. 10. Groups meet to *discuss* the problem. 11. Our class has had a *debate* on this subject. 12. Everyone showed *considerable* interest in the debate. 13. We want to overcome the *threat* to wild life. 14. We shall make an *appeal* for its protection. 15. The deer left in our state are a *mere* handful. 16. Tom says that his *customer* asked for a book on wild life. 17. In the *meantime,* we told Father our problem. 18. Father has never *refused* to answer our questions. 19. On the *horizon* we saw a deer running. 20. The deer seemed to be almost *exhausted.*

Review Words. 1. Each year wild *creatures* retreat deeper into the forest. 2. We have formed a *league* to protect wild life. 3. John said he had always *preferred* to hunt with a camera. 4. He is going to *distribute* some of his pictures. 5. The pictures were good with the *exception* of two. 6. Some people take pictures as an *occupation.* 7. John's camera is not an *expensive* one. 8. The deer made too hasty a *retreat* to be snapped with a camera.

LESSON 20

New Words. 1. Today we discussed the *conservation* of wild life. 2. The *majority* of our class took part in the discussion. 3. We *appreciate* the value of wild life. 4. We have learned that a hunter must *register* his name. 5. He must obtain a *license.* 6. Laws have been passed to *regulate* hunting. 7. Can we really *estimate* the good these laws have done? 8. The government tries to make *reasonable* game laws. 9. Few people ever *protest* against a reasonable law. 10. A fine or jail sentence may be the *punishment* for breaking a law. 11. Everyone should be careful not to *cripple* an animal. 12. John said he would hate to do such a cruel and *stupid* thing. 13. A game preserve might be called an animal *kingdom.* 14. Everything is done to give the animals a *normal* life. 15. Visitors are usually *cordially* welcomed. 16. We think Father will

consent to our visiting a game preserve. 17. We shall be *obliged* to start very early. 18. The bus travels at a *moderate* rate of speed. 19. The driver is careful to keep within the speed *limit*. 20. We are now *occupied* in planning this trip.

Review Words. 1. The train is just leaving the *depot*. 2. The *freight* was heavy this morning. 3. We did not feel *exhausted* after our trip. 4. Buffalo skins used to be *plentiful*. 5. The people have made an *appeal* to the government. 6. Many wild animals are now becoming very *scarce*. 7. The demand for action is increasing *steadily*. 8. The huge animal stood out clearly on the *horizon*.

LESSON 21

New Words. 1. Our country is working to rebuild our forest *reserves*. 2. Timber was *formerly* very abundant. 3. We are now *ashamed* that it was ever allowed to decrease. 4. Much good timber was used for *fuel*. 5. Also *enormous* quantities were used as lumber. 6. Finally we became *aware* that our forests were disappearing. 7. We began to think *seriously* about this matter. 8. The people felt that a new *policy* should be adopted. 9. Our country faced a serious *situation*. 10. Our forests must not lie in *ruins*. 11. Laws were passed to *relieve* this situation. 12. Timber is still being *purchased*. 13. Young trees are planted to *replace* cut timber. 14. This plan should make our future supply *secure*. 15. Our national *treasure* is being saved. 16. The *injury* is being repaired. 17. Each young tree planted is an *investment*. 18. No doubt we shall continue to *pursue* this course. 19. Surely no one can offer any *objection* to it. 20. Perhaps a man who liked trees was the first to *propose* it.

Review Words. 1. A big tree provides *precious* shade in summer. 2. We have marked Arbor Day on our *calendar*. 3. No one can *estimate* the real value of forests. 4. We now know that a hunter must have a *license*. 5. Our parents were *cordially* received by our teacher. 6. The *majority* of them stayed to hear our debate. 7. A big forest once *occupied* this pasture land. 8. Many people are interested in *conservation*.

LESSON 22

New Words. 1. We have had a talk on the subject of *irrigation*. 2. It is not necessary to *irrigate* all land. 3. In many places there

is plenty of *moisture*. 4. In other places there must be some *provision* to supply water. 5. Recently some *immense* reservoirs have been built. 6. Our government has given *federal* aid to this work. 7. It has been necessary to *employ* many men. 8. Much wasteland has been made *fertile*. 9. We have read a *pamphlet* telling about irrigation. 10. Every farm needs a *satisfactory* supply of water. 11. Water is an important *requirement* in the growing of crops. 12. Farmers conserve water when they *cultivate* the soil. 13. There are *numerous* other ways to save water. 14. Cultivation forms a sort of *cushion* about the plants. 15. We must give *consideration* to the water supply. 16. Many gallons of water are used for *sanitary* purposes. 17. A drinking fountain is a great *convenience*. 18. Henry likes to watch the water *issue* from the fountain. 19. Reservoirs are used for the *storage* of water. 20. Did you read the *bulletin* telling about irrigation?

Review Words. 1. Wild animals live quite *safely* in a game preserve. 2. We have reached a *decision* about our program. 3. The reservoir holds an *enormous* amount of water. 4. What is our present *policy* toward conservation? 5. The *situation* sometimes is unfortunate. 6. May I *relieve* you of that heavy package? 7. Our state has been *seriously* affected by the coal shortage. 8. John plans to *pursue* his study of wild life.

LESSON 23

New Words. 1. Our last discussion was about the *erosion* of soil. 2. This is a problem in many *rural* communities. 3. Many people in *urban* districts are also interested. 4. Good soil is a *foundation* for successful farming. 5. Every farmer looks upon soil as a source of *wealth*. 6. During recent years erosion has been *increasing*. 7. In hilly areas it is a problem of great *concern*. 8. When erosion starts, it demands *prompt* action. 9. The people must take *positive* measures to stop it. 10. Planting trees and shrubs is one good *scheme*. 11. The leaves and grasses help to *retain* the water. 12. Many years ago we *established* a Department of Agriculture. 13. This *department* has been a great help to us. 14. One duty is to *institute* plans to help farmers. 15. The farmers are *grateful* for any suggestion. 16. Strip farming is now done on a large *scale*. 17. A heavy rain may carry away a large *deposit* of soil. 18. We believe a conservation program is *required*. 19. The continued loss

of soil will *decrease* the food supply. 20. We will not *argue* against spending money for this work.

Review Words. 1. The *guilty* man admitted his error. 2. Plans are going *forward* for better soil control. 3. A recent *bulletin* told how to do strip farming. 4. A flood may do an *immense* amount of damage. 5. Running water in every home is now almost a *requirement.* 6. It certainly is a great *convenience.* 7. We will use a government *pamphlet* in class. 8. We built a model *irrigation* project.

LESSON 25

New Words. 1. Our school has just opened its new *gymnasium.* 2. It is a building of the most *recent* type. 3. Lighting and heating have received careful *attention.* 4. We are now *assured* a good place for indoor exercise. 5. This is an important *factor* in our health program. 6. Our principal has paid us a fine *compliment.* 7. He said we had shown unusually good *co-operation.* 8. Our parents have sent letters of *appreciation.* 9. They will help us to *observe* all the regulations. 10. We make regular visits to the *dentist.* 11. Our teacher said we were making *advancement* in classwork. 12. We are becoming more *familiar* with health rules. 13. We want to do more than just develop *muscle.* 14. School *attendance* has lately been much better. 15. The amount of illness has been lessened to quite a *degree.* 16. In the gymnasium there is a room for health *instruction.* 17. We try to be *obedient* to rules of health. 18. Everyone seems anxious for *further* instruction. 19. We think an *agreeable* disposition is often a help. 20. It may result in a favorable *response* to our requests.

Review Words. 1. Our new gymnasium is of interest to the whole *neighborhood.* 2. This year we will hold our basketball *tournament* there. 3. The pupils are very *grateful* for this building. 4. The principal is going to *institute* some new courses. 5. He says that he has an interesting *scheme* in mind. 6. Our community did not *argue* about the need for the gymnasium. 7. The *wealth* of the trustees made the gift possible. 8. We *deposit* our club funds in the local bank.

LESSON 26

New Words. 1. When we are ill, we want *expert* advice. 2. We think it is best to act with *caution.* 3. This morning Bob went to

consult his doctor. 4. Dr. Blake is both kind and *clever*. 5. Bob says he feels better just to be in the doctor's *presence*. 6. Once I had a *severe* cold. 7. The doctor said carelessness was *responsible* for it. 8. The cold caused me *grief* and discomfort. 9. I had to *postpone* my trip to the country. 10. *Hence* I am now more careful about my health. 11. I go to the doctor when I *suspect* any trouble. 12. A healthy body is a *defense* against disease. 13. Sanitation is another *weapon*. 14. We should try to avoid *contact* with disease. 15. Doctors *recognize* many different diseases. 16. The trouble may be made *visible* by a microscope. 17. Bob went *directly* to the doctor's office. 18. He took the medicine *according* to the doctor's directions. 19. Why did you *hesitate* about going to the dentist? 20. Have you heard the *quotation* about a stitch in time?

Review Words. 1. Try to give *special* attention to the doctor's orders. 2. This is very important while you are *traveling*. 3. The principal likes the *co-operation* of the pupils. 4. We have had good *attendance*, even during cold weather. 5. We were pleased when the principal paid us a *compliment*. 6. This morning he expressed his *appreciation*. 7. The orchestra played a *familiar* tune. 8. The pupils made a fine *response* to the cheer leader.

LESSON 27

New Words. 1. This morning a famous *surgeon* talked to our assembly. 2. The surgeon has *performed* many difficult operations. 3. He told us many things about *medical* progress. 4. Scientists are uncovering the *mystery* of disease. 5. Many an old *notion* has been discarded. 6. A scientist made an important *discovery*. 7. He found that yellow fever was spread by a *mosquito*. 8. Once this seemed to be a *peculiar* idea. 9. It has now been generally *accepted*. 10. The discovery helped to control a *dreadful* disease. 11. The surgeon spoke in *behalf* of the health department. 12. He said that unsanitary conditions were an *evil*. 13. He urged the study of *hygiene* in public schools. 14. Sanitation is part of the *remedy* for disease. 15. He *suggested* that more time be given to courses in sanitation. 16. Doctors are working to find a *cure* for every disease. 17. Part of their work is to *investigate* the cause of sickness. 18. The study of hygiene has a *distinct* place in our program. 19. Scientists are glad to *release* helpful information. 20. The *per cent* of sickness is not so high as it was last year.

Review Words. 1. Henry thinks he would like to study *medicine*. 2. This year there has been little *disease* in school. 3. Some germs are *visible* through a microscope. 4. We feel comfort in our doctor's *presence*. 5. Bob did not *hesitate* about seeing his doctor. 6. We should not *postpone* needed rest and treatment. 7. Neglect of hygiene is often *responsible* for illness. 8. Mother is quick to *recognize* the need for a doctor.

LESSON 28

New Words. 1. We have had a lesson on how disease is *controlled*. 2. Everyone is interested in preventing an *epidemic*. 3. There was a *brief* discussion after the lesson. 4. No one wants to *contract* a disease. 5. We should guard against even a *mild* epidemic. 6. The board of health is going to *introduce* some new rules. 7. The board has been given *authority* by the state. 8. Quarantine laws are *strictly* enforced. 9. Every *complaint* is investigated. 10. Any district where there is disease is *closely* guarded. 11. The board of health will be even more strict *hereafter*. 12. We might *otherwise* have an epidemic. 13. Medicine is not the *sole* remedy for disease. 14. Rest and diet may be part of the *treatment*. 15. We did not want Dr. Blake to *pierce* our arms. 16. He was so gentle that it was not *unpleasant*. 17. Jane has learned how to apply a *bandage*. 18. The health officer had a *legal* right to quarantine the house. 19. Tom said he would not tell the secret to a *soul*. 20. Mr. Brown said there could be no *argument* against a health program.

Review Words. 1. We were *disappointed* not to go to the country. 2. We shall *probably* go there next week. 3. The health officer will *investigate* the cause of the sickness. 4. His report will be *accepted* by our citizens. 5. Our town pays much attention to *hygiene*. 6. The doctor is a member of the state *medical* staff. 7. Doctors always study any *peculiar* disease that appears. 8. They wish to remove all *mystery* from medicine.

LESSON 29

New Words. 1. We have had another interesting *discussion*. 2. This talk was about training for *athletics*. 3. Leaders in athletics know the *importance* of good training. 4. You have *doubtless* heard how careful they are about diet. 5. They *attach* much importance to rules of hygiene. 6. We should do nothing that might *interfere* with good health. 7. The careless use of a drug may mean

disaster. 8. Certain drugs can cause a *nervous* condition. 9. Some drugs may be sold only as *directed* by law. 10. We should *inquire* of our doctor about taking medicine. 11. Some drugs *affect* both mind and body. 12. We *appreciated* our doctor's good advice. 13. A severe cold may make a boy's voice *hoarse*. 14. There is no *advantage* in neglecting our health. 15. We do not want to cause *disgust* in anyone. 16. The boy's appearance would *indicate* a state of good health. 17. Father said we should appreciate a good *appetite*. 18. We were *somewhat* surprised when he said this. 19. Our appetite may show, to some *extent*, our state of health. 20. We have heard *elsewhere* that a proper diet is important.

Review Words. 1. We should be *especially* careful to get plenty of rest. 2. Our doctor has a great deal of *patience*. 3. We think he is a good *authority* on health. 4. Our city has had no *epidemic* this year. 5. Health-board rules were *strictly* enforced. 6. The doctor was gentle when he had to *pierce* my arm. 7. The treatment was not *unpleasant*. 8. There was no *argument* about building a gymnasium.

LESSON 31

New Words. 1. Our school has bought new *machinery* for its shop. 2. We are interested in everything *produced* in the shop. 3. The *modern* machinery will improve our opportunities. 4. Every boy in the department will *benefit*. 5. We want to increase the *volume* of our work. 6. The teacher said that quality was *equally* important. 7. The shop is well *provided* with machinery and tools. 8. The lighting and heating are *ideal*. 9. Our school also has a *domestic* science department. 10. It is complete with a laboratory and *laundry*. 11. It has many *household* conveniences. 12. The girls are *confident* that they will receive much help. 13. Our Hobby Club is getting ready for its *annual* exhibit. 14. We want to *engage* Mr. Wilson as a speaker. 15. He spoke *recently* in the high school. 16. A talk from him will *assure* us of a pleasant evening. 17. Some of our shopwork is done for *amusement*. 18. Machines have *reduced* the hard work of mankind. 19. They have given the worker *greater* leisure. 20. Machines have not *robbed* workers of a living but have helped them to live better.

Review Words. 1. We held our *exhibit* on Friday evening. 2. The first *division* of our class won the prize. 3. Some of us are too young

to do much in *athletics*. 4. Everyone goes home from a game with a good *appetite*. 5. Our parents *appreciated* the work we had done. 6. We do not let our shopwork *interfere* with other studies. 7. We *attach* much importance to it. 8. Outdoor air seems to *affect* our eating.

LESSON 32

New Words. 1. Some of our Hobby Club members have *original* ideas. 2. That is why our exhibit *succeeded* so well. 3. Many parents came to *examine* our work. 4. They looked upon it with much *satisfaction*. 5. We tried to be *thorough* in our work. 6. Bill's part of the exhibit was rather *unusual*. 7. It showed the *arrangement* of a small gas engine. 8. Bill kept it in *operation* during the exhibit. 9. The engine *delivered* power to a small wood lathe. 10. We now have more *definite* ideas about engines. 11. Our teacher thinks *youth* should prepare for a new age. 12. He says the future will call for *capable* workers. 13. There is an *urgent* demand for skilled mechanics. 14. Our teacher thinks we are an *industrious* group. 15. He thinks we make good use of our *energy*. 16. We shall do better work as we *advance* in our studies. 17. Bill thinks he would like to be an *inventor*. 18. He takes *naturally* to mechanical work. 19. Bill's father has an *appointment* with the teacher. 20. He hopes to reach some *conclusion* about Bill's future.

Review Words. 1. A scientist must be *curious* about many things. 2. These pictures are most *lifelike*. 3. We have decided to have an *annual* exhibit. 4. We are receiving much *benefit* from our work. 5. We shall show movies of a *modern* factory. 6. It will show many kinds of *machinery*. 7. Teachers and pupils are *equally* pleased with the shop. 8. We go about our work with a *confident* air.

LESSON 33

New Words. 1. Our club *labored* to set up telephone conversation between two rooms. 2. We made an *instrument* to use as a receiver. 3. To our surprise the telephone worked like *magic*. 4. It caused great *excitement* among the boys. 5. The teacher made a *comment* about it before the club. 6. It was our *ambition* to make the telephone work. 7. The first word *spoken* was heard in another room. 8. It seemed like a *delicate* instrument. 9. Suddenly all attempts to hear the message were in *vain*. 10. We found a loose *connection* in

one room. 11. Then we began to *realize* what the trouble was. 12. We began at once to *renew* the wires. 13. Soon we were again able to *conduct* the conversation easily. 14. Jack's father works for a *commercial* telephone company. 15. He is now the *assistant* manager. 16. His company has a *patent* on a new receiver. 17. We can now hear the *human* voice over a wireless telephone. 18. Wires between the two instruments are not a *necessity*. 19. The radio works in a somewhat *similar* manner. 20. The boys are very much in *earnest* about their work.

Review Words. 1. Jane offered to *oblige* me by doing the errand. 2. The party was certainly a *success*. 3. Helen's ideas are *definite* and clear. 4. She is very *thorough* in her work. 5. Today she wrote an *original* story. 6. It was expressed very *naturally*. 7. She has been careful in the *arrangement* of the material. 8. Helen is an *industrious* student.

LESSON 34

New Words. 1. Sometimes the machines in our laboratory work very *poorly*. 2. We do not let this *discourage* us. 3. A temporary *defeat* often teaches us something. 4. This year we have been studying *electricity*. 5. There is a *telegraph* set in the laboratory. 6. Sometimes we pretend we are sending a *telegram*. 7. Just for fun we send *nonsense* messages. 8. We know our *experience* will be valuable. 9. Some of us expect to take up *electrical* work. 10. Our school work will be a good *basis* for it. 11. Even an old light *bulb* may help us to solve some problem. 12. We have been reading about a young *genius*. 13. He had a hard *struggle* before he met with success. 14. The young man was often *weary* from overwork. 15. He had the *wisdom* to keep on trying. 16. In time he became very *skillful*. 17. He obtained a job as a telegraph *operator*. 18. The young operator was honest and *reliable*. 19. All messages were *promptly* sent. 20. One day he had to send a very important *dispatch*.

Review Words. 1. It will be *necessary* to go at once. 2. John takes a great interest in *science*. 3. Father says the telephone has become a *necessity* in business. 4. Mary is an *assistant* in the telephone office. 5. Tom says he is interested in *commercial* life. 6. We are making a television set *similar* to yours. 7. That instrument is a *delicate* one. 8. It has caused much *excitement* in our house.

LESSON 35

New Words. 1. Our Hobby Club is trying to build a model *submarine*. 2. We know its *construction* will be very difficult. 3. Our teacher has a *practical* knowledge of engines. 4. He thinks it will be *remarkable* if we can build one. 5. We know we are making quite a *venture*. 6. The work will *proceed* very slowly. 7. A *carpenter* has made us a big tank. 8. An inventor must have courage as well as *ability*. 9. Sometimes he is called upon to make a *sacrifice*. 10. Robert Fulton had *vision* when he built a steamboat. 11. In one *instance* the boat did not run. 12. At last his vision became an *actual* fact. 13. It *scarcely* seemed possible that the boat would run. 14. Today many steamships are employed in *commerce*. 15. There has been constant *improvement* in steamships. 16. Tom's father has an *acquaintance* who works in a shipyard. 17. The man said he thinks we *deserve* praise. 18. Our teacher said he could at least give us *credit* for trying. 19. We tried to arrange the tank to *represent* an ocean scene. 20. Last week it *threatened* to rain nearly every day.

Review Words. 1. Our work in science is proving *valuable*. 2. No two classes follow *uniform* requirements. 3. Next semester our class will study *electricity*. 4. Our teacher allows no *nonsense* when we are experimenting. 5. Edison was a *skillful* inventor. 6. We are getting *experience* in trying to make our machines work. 7. The *operator* of this machine is very careful. 8. He had a *struggle* starting the engine today.

HALF-YEARLY TESTS

TESTS FOR THE FIRST HALF YEAR

Test A

cease	foreigners	compelled	submit	gradually
burglar	alcohol	deeply	partners	advised
happiness	musician	honesty	employed	talent
render	graduate	privilege	courtesy	unusually
cafeteria	convenient	quantity	salmon	diet
twelfth	elevator	portion	preserve	supplies
immediate	item	poultry	adjust	vitamin
inspection	delivery	frequent	disagreeable	probable
mental	magazine	professor	honestly	personally
advertise	secretary	janitor	determine	prairie

Test B

opportunity	correctly	referred	bureau	impossible
aboard	sketch	missionary	excursion	typewriter
impatient	physical	choir	career	activity
presented	chorus	sincere	feature	extremely
suitable	quote	wholesome	occupation	annually
announcement	luncheon	distribute	agriculture	banquet
operate	prosperous	dining	favorable	stomach
salute	author	effort	adopted	violin
dairy	ordinary	postmen	chairman	society
tempt	location	commission	delicious	expensive

TESTS FOR THE SECOND HALF YEAR

Test A

decrease	wealth	storage	conservation	considerable
mosquito	extent	defense	accepted	controlled
improvement	telegraph	ashamed	commercial	greater
modern	remarkable	instance	sacrifice	similar
per cent	argument	surgeon	co-operation	athletics
bulletin	discuss	irrigation	replace	moisture
normal	established	urban	argue	produced
moderate	horizon	register	scarce	majority
appetite	hence	elsewhere	disaster	disgust
assistant	capable	earnest	represent	necessity

Test B

original	laundry	labored	examine	practical
submarine	annual	domestic	volume	reliable
weapon	otherwise	remedy	epidemic	caution
muscle	mystery	peculiar	observe	discovery
hygiene	authority	attention	severe	factor
weary	propose	positive	kingdom	grateful
concern	conduct	century	license	federal
relieve	recently	limit	closely	provided
familiar	advancement	hesitate	visible	brief
genius	telegram	thorough	electricity	inventor

DICTATION SENTENCES FOR THE HALF-YEARLY TESTS

FIRST HALF YEAR. TEST A

1. The noise did not *cease* until midnight.
2. The *burglar* evaded the police.
3. The gift brought Roger much *happiness*.
4. The soloist will *render* two numbers.
5. Our school *cafeteria* serves a good lunch.
6. Alice bought two tickets in the *twelfth* row.
7. These goods are for *immediate* delivery.
8. The officer made an *inspection* of the camp.
9. The naval cadet took a *mental* test.
10. Local merchants *advertise* in the school paper.
11. Many *foreigners* visit our country every year.
12. Much *alcohol* is now used in making rubber.
13. Bach was a famous *musician*.
14. That young *graduate* became a noted scientist.
15. The class made *convenient* arrangements.
16. This *elevator* holds thousands of bushels of grain.
17. The story of the rescue is an interesting news *item*.
18. Rural districts now enjoy free *delivery* of their mail.
19. Our class has organized a *magazine* club.
20. Helen is studying to be a *secretary*.
21. The cold weather *compelled* the schools to close.
22. Henry is *deeply* interested in American history.
23. People like *honesty* in public office.
24. Every boy and girl enjoys the *privilege* of a good education.
25. A great *quantity* of ice lodged above the bridge.
26. A large *portion* of the farm was planted in grain.
27. Our visit to the *poultry* farm was quite interesting.
28. We take a test at *frequent* intervals.
29. The *professor* told us about the habits of the chipmunk.
30. Our *janitor* takes great pride in the building.
31. Each pupil in the contest will *submit* an essay.
32. Jones and Smith are *partners* in a grocery business.
33. Each person *employed* won an E badge.
34. The manager of the plant treated us with great *courtesy*.
35. Ralph's father fished for *salmon* in the Columbia River.
36. The domestic science teacher taught the girls how to *preserve* fruits.

37. Ralph has learned how to *adjust* his time between play and study.
38. Witnessing the accident was a *disagreeable* experience.
39. Lincoln admired those who *honestly* disagreed with him.
40. Today we learned how to *determine* the volume of a cylinder.
41. The snow *gradually* melted from the mountainside.
42. Mother *advised* Susan to make an appointment with the dentist.
43. Jerry has real *talent* for drawing.
44. The leaves fell *unusually* early this autumn.
45. A regulated *diet* promotes good health.
46. The grocery store on the corner sells school *supplies*.
47. We have learned that carrots contain an important *vitamin*.
48. The coach read the *probable* line-up for the game.
49. The teacher *personally* conducted our visit to the museum.
50. The fertile *prairie* stretched ahead of us for miles.

FIRST HALF YEAR. TEST B

1. This test affords an *opportunity* to measure progress.
2. The soldier climbed *aboard* the boat.
3. The soldiers were very *impatient* before the battle.
4. Everyone wants to be *presented* to the speaker.
5. Lincoln's address was most *suitable* for the occasion.
6. The reporter made an *announcement* of a great victory.
7. The boys were learning how to *operate* a turning lathe.
8. The teacher led her class in the *salute* to the flag.
9. My uncle owns a large *dairy* farm.
10. This weather will *tempt* us to leave our work and go swimming.
11. The boys learned how to dive *correctly*.
12. Today each pupil wrote a *sketch* of Washington's life.
13. Active games promote *physical* development.
14. The school *chorus* sang at the teachers' convention.
15. Larry likes to *quote* Will Rogers.
16. The girls served *luncheon* at twelve o'clock.
17. There are many *prosperous* farms on the central plains.
18. The *author* of this story has a good sense of humor.
19. We followed the *ordinary* course to the camp.
20. Our school building has a beautiful *location*.
21. The request of our class was *referred* to the principal.
22. A returned *missionary* told us about Chinese schools.

23. Our music department has a vested *choir.*
24. Our teacher has a *sincere* desire to help each one of us.
25. Our cafeteria serves *wholesome* food.
26. The Boy Scouts will *distribute* Red Cross literature.
27. We are *dining* with Aunt Helen tomorrow.
28. All good citizens make an *effort* to vote intelligently.
29. The examination for *postmen* is held on Friday.
30. John's brother has a *commission* in the army.
31. This bulletin was issued by a government *bureau.*
32. Our class made an *excursion* to the state capitol.
33. Will Rogers had an interesting *career.*
34. The school paper will *feature* our new science course.
35. Ben will take up printing as an *occupation.*
36. Our high school now teaches *agriculture.*
37. Our band received much *favorable* comment.
38. Congress has *adopted* both amendments.
39. Our *chairman* maintained good order.
40. These *delicious* pears grew in the state of Washington.
41. Was it *impossible* for them to arrive on time?
42. Marie made a new speed record on this *typewriter.*
43. The boys voted swimming their favorite *activity.*
44. The new girl in our class is *extremely* timid.
45. We are planning to hold our music festival *annually.*
46. The girls are making favors for the *banquet.*
47. Mother's food always satisfies a hungry *stomach.*
48. Walter takes a *violin* lesson each Wednesday evening.
49. Mary's party was reported in the *society* news.
50. Father believes that the best education is not too *expensive.*

SECOND HALF YEAR. TEST A

1. There has been a *decrease* in absences from school.
2. Ruth was bitten by a *mosquito.*
3. Our class noticed an *improvement* in its spelling.
4. Dick has two periods of *modern* history each week.
5. We are learning how to find a given *per cent* of a number.
6. Each morning we read the school *bulletin.*
7. The sick boy's temperature is *normal* this morning.
8. A *moderate* wind was blowing across the lake.
9. The smell of beefsteak gave Ted an *appetite.*
10. John likes to act as *assistant* in the laboratory.

11. No one in our class desires great *wealth.*
12. The *extent* of his knowledge has never been determined.
13. The *telegraph* was used during the Civil War.
14. Lincoln was *remarkable* for his wisdom.
15. There was no *argument* over the ownership of this knife.
16. Tomorrow we shall *discuss* the Lewis and Clark expedition.
17. Our forces *established* a beachhead in New Guinea.
18. The sun has just sunk below the *horizon.*
19. The man lost his key; *hence* he could not open the locked door.
20. Both brothers are *capable* physicians.
21. The farmers are placing their wheat in *storage.*
22. Many men have died in *defense* of their country.
23. Dick was *ashamed* of his careless mistake.
24. In this *instance* the doctor recommended vaccination.
25. The noted *surgeon* restored the soldier's vision.
26. Much land has been made tillable by *irrigation.*
27. About sixty-five per cent of our population lives in *urban* areas.
28. In our city all voters are compelled to *register* before they can vote.
29. If the book is not on the table, you must look *elsewhere* for it.
30. The speaker made an *earnest* appeal for funds for the Red Cross.
31. Soil *conservation* has become a public necessity.
32. The principal *accepted* the new flag in behalf of the school.
33. The army pilot will now follow *commercial* flying.
34. The boys who gave their lives have made the greatest *sacrifice.*
35. We are learning the value of *co-operation.*
36. No one can *replace* our dead heroes.
37. In this emergency there is little time to *argue.*
38. It is hard for Americans to believe that food can be *scarce.*
39. The sinking of the ships at Pearl Harbor was a great *disaster.*
40. John's father will *represent* this district in Congress.
41. The hurricane caused *considerable* alarm along our coast.
42. This property is now *controlled* by an agent.
43. Lincoln's speech was much *greater* than his opponent's.
44. The mountains are somewhat *similar* in shape.
45. Our principal has a sensible view of *athletics.*
46. The cold wind turned the *moisture* on the trees into frost.
47. The men at the plant have *produced* all the goods required.

48. The election of a president requires a *majority* vote.
49. The man viewed the untidy room with a feeling of *disgust.*
50. Our schools close only in case of *necessity.*

SECOND HALF YEAR. TEST B

1. The *original* settlement was made on this spot.
2. The boys are trying to build a model *submarine.*
3. The dive bomber is a dangerous *weapon* of war.
4. Good food and exercise are builders of *muscle.*
5. The class in *hygiene* learned about the care of teeth.
6. The old man was *weary* and discouraged.
7. The welfare of our soldiers is a matter of great *concern.*
8. The medicine will *relieve* pain.
9. Mother read a *familiar* passage from the Bible.
10. Edison was a man of great *genius.*
11. Mother has a new washing machine in her *laundry.*
12. Our school will hold its *annual* bazaar in April.
13. We must start at eight o'clock; *otherwise* we shall be late to the concert.
14. The cause of cancer is still a *mystery.*
15. This writer is a great *authority* on English history.
16. Congress will *propose* an amendment to the Constitution.
17. The taxpayers voted to *conduct* an investigation.
18. We *recently* read the report of the town meeting.
19. His *advancement* in his new job was rapid.
20. The *telegram* told of the plane's safe arrival.
21. Luther Burbank sometimes *labored* many years to grow one new species of plant.
22. Our *domestic* trade is greater than our foreign trade.
23. Science has found a *remedy* for pneumonia.
24. This mound has a very *peculiar* shape.
25. At a signal the soldiers stood at *attention.*
26. The principal spoke with a firm, *positive* voice.
27. A *century* has elapsed since our town was founded.
28. There is no *limit* to his patience.
29. The marines did not *hesitate* to charge the enemy.
30. The engineer needs a *thorough* knowledge of mathematics.
31. An accountant will *examine* the financial records.
32. Bob knows how to find the *volume* of a cylinder.
33. A measles *epidemic* threatened to close the schools.

34. On Saturday we shall *observe* a national holiday.
35. A *severe* blizzard made travel impossible.
36. This small *kingdom* was founded many years ago.
37. Bert carries his hunting *license* in his pocket.
38. Dick looked *closely* at the pictures of camp.
39. The sun was not *visible* until ten o'clock.
40. This great turbine generates *electricity.*
41. Franklin put his knowledge to *practical* use.
42. Our newspaper prints *reliable* information.
43. We saw a *caution* sign at the top of the hill.
44. The *discovery* of radium was a boon to humanity.
45. Weather is a very important *factor* in agriculture.
46. The Chinese are *grateful* for our assistance.
47. This hospital was built with *federal* aid.
48. The air line *provided* a lunch for the passengers.
49. Lincoln's speech was *brief* but memorable.
50. Howe was the *inventor* of the sewing machine.

VIII. Teaching Aids for Grade Eight

SPECIFIC SKILLS AND ABILITIES DEVELOPED IN GRADE EIGHT

In this grade, practice in the visual discrimination of similarities and differences between words, in phonetic analysis, and in word building continues as before. Increased emphasis is placed upon the pronunciation of difficult polysyllables, and important rules are reviewed and extended. Also, added emphasis is given to dictionary skills, word meanings, and the derivation of words from foreign tongues. Thus a thorough course in word study is rounded out, while the habits of individual study, careful identification of difficult words, systematic review, and verification of correct spelling are maintained. Particular stress should be placed on the last of these habits, since every individual must become responsible for his own mistakes. All these habits, however, are essential to the accurate use of spelling in many future activities in and out of school life.

The following analysis will give the teacher a complete view of the specific skills and abilities which are developed as a part of

the spelling program for Grade Eight. It will be a help in the planning of the weekly and daily lessons and in the developing of the unit themes which integrate spelling with the life and school activities of the pupil.

The analysis of specific learning items follows the textbook and workbook editions unit by unit. In order to facilitate reference to the pupil's book, the number of the lesson or lessons in which each item is presented is given. Careful checking of both editions will show that the two are essentially the same. At times the emphasis upon specific skills is slightly different, but in both editions each new word is included in at least one Working with Words exercise. The same skills are practiced in both editions.

This analysis is designed to show the completeness of the program of word study, its continuity, and the repetition and distribution of essential skills. The teacher should compare this analysis with Working with Words in the daily lessons and plan to give adequate emphasis to each learning exercise.

Items which occur only in the textbook edition are marked with a dagger (†); those which occur only in the workbook edition are marked with an asterisk (*). Those which occur as a part of the weekly review exercises in the workbook edition are marked R. Those in both editions have no specific designation.

Unit I. Forerunner of Progress

WORD ANALYSIS

Identifying letters and letter combinations:

Phonograms: *eu* in *pneumonia* and *rheumatism*, 3; *traor* in *extraordinary*, 6

Recognizing the beginning syllables *ex* and *en*: 1†

Recognizing the final syllables *tial* and *cial*: 5

Supplying missing letters: 3*

Recognizing the parts of compound words: *heretofore*, 4

WORD BUILDING

Endings *ed* and *ing*:

Adding *ed* and *ing* without changing the root word: 2, 4†, 5 R

Dropping final *e* before adding *ed* or *ing*: 4†, 5 R

Changing *ed* to *er* and *ing*: 3 R

Plural endings:

Adding *s*: 3*, 3 R, 4†
Changing *y* to *i* and adding *es*: 4, 4 R, 6
Writing possessive forms: 4*

Adding *ly*:

Adding *ly* without change: 6
Changing *y* to *i* and adding *ly*: 6
Dropping *le* and adding *ly*: 6
Noting an exception: *wholly*, 6†

Recognizing the root and the suffix in words which add an ending without a change: *able* in *changeable*, 2; *ation* in *transportation*, 2; *ter* in *laughter*, 2, 6*; *ed* in *accomplished*, 2

Recognizing the suffix *less*: *wireless*, 4

Recognizing the word and the suffix in words which drop final *e* before the ending: *admiration*, *announced*, *entitled*, and *assurance*, 2*

Recognizing prefixes and their meanings: *un*, 2; *dis*, 2; *inter*, 3

DEVELOPMENT OF WORD MEANING

Finding two or more meanings of a word: *champion* and *reception*, 2†; *meter* and *inclined*, 4; *channel* and *broadcast*, 4*; *strain*, 5†

Matching words and definitions: 2, 3, 5, 6*

Learning derivations: *aviation*, 2; *suburban*, 6*

Recognizing differences in meaning: *physician–surgeon*, 3†

Recognizing homonyms: *holy–wholly*, 4

Recognizing words of opposite meanings (antonyms): *amateur–professional*, *scarcity–abundance*, 4*; *stiff–flexible*, 5; *permanent–temporary*, 5; *natural–artificial*, 5; *weaken–strengthen*, 5*; *increase–reduction*, *intentionally–accidentally*, *unnecessary–essential*, *lucky–unfortunate*, 6*

Reviewing the meaning of "antonym": 5

USE OF THE DICTIONARY

Practicing alphabetizing: 1, 2, 3†, 4*

Practicing syllabication: 1, 3, 5, 6

Finding pronunciations and meanings: 1†, 2, 3, 4, 4 R, 5, 6

Marking vowel sounds: 3†, 6

Identifying *y* as a vowel: 3†, 4 R

Identifying silent letters: *p* in *pneumonia*, 3†, 6*; *h* in *rheumatism*, 3†, 6*

Learning the meaning of "preferred pronunciation": 6
Finding two pronunciations of a word: 6

RULES AND GENERALIZATIONS

Review of rules for adding *ed* and *ing*: 4†, 5 R
Review of rules for forming plurals: 3*, 3 R, 4, 4 R, 6
Review of rules for adding *ly*:

Words ending in a consonant and *y* change the *y* to *i* before adding *ly*: 6
Words ending in *le* usually drop the *le* and add *ly*: 6
Most other words add *ly* without making any change: 6

USING THE SPELLING WORDS

Using words in sentences: 1†, 2†, 3, 4, 5, 6†
Writing a specific word: 2, 3†, 5

Unit II. Peoples and Problems of the Pacific

WORD ANALYSIS

Identifying letters and letter combinations:

Double consonants: 11
Phonograms: *sc* as *s* in *descent*, 10; *ea* in *treaty*, 10*; *ea* in *treacherous*, 11†
Observing *ain* as used twice in *maintain*, 10

Noting the beginning syllable: *crys* as in *crystal*, 8†
Seeing small words in larger ones: *membership* and *greeting*, 8; *republic*, 8†
Making new words by changing a letter or letters: *able* in *respectable* to *ful*, 8 R; *ation* in *imagination* to *ary*, 8 R; *cy* in *efficiency* to *t*, 10 R; *ous* in *treacherous* to *y*, 11†; *ce* to *t* in *intelligence*, *existence*, and *independence*, 12; *ce* to *t* in *residence*, 12*; *t* to *ce* in *consistent* and *magnificent*, 12*
Dropping a letter to make a new word: *y* in *embroidery*, 9*

WORD BUILDING

Endings *ed* and *ing*:

Adding *ed* and *ing* without any change: 8, 9 R, 12
Dropping final *e* before adding *ed*: 7†, 12
Changing *y* to *i* before adding *ed*: 11

Writing plurals:

Adding *s* or *es*: 7†, 7 R, 11 R
Changing *y* to *i* and adding *es*: 10†, 11 R

Adding or dropping *ly*:

Adding *ly* without a change: 7†, 7 R, 8, 9 R, 10, 11 R, 12
Dropping *le* and adding *ly*: 7†
Dropping *ly* and changing *i* to *y*, 7 R
Changing *y* to *i* before adding *ly*: 8

Writing the possessive form of singular nouns: 12

Recognizing the root words and suffixes in words which add the suffix without any change: *ed* in *attacked*, 9*; *ed* in *acquainted* and *ance* in *acquaintance*, 9 R; *ence* in *conference*, 10, 12; *ative* in *representative*, 10; *ence* in *existence*, 11, 12*; *ion* in *possession*, 11, 12; *able* in *respectable*, 12; *an* in *republican*, 12

Recognizing the root word and suffix in words which drop final *e* before adding the suffix; *al* in *arrival*, 8†, 12; *ation* in *declaration*, 9, 12; *ed* in *guaranteed*, 9*; *er* in *adviser*, 10; *ous* in *desirous*, 10; 12; *ous* in *continuous*, 11; *ation* in *inspiration* and *obligation*, 11†

Recognizing the root when it is changed in a derived form: *revolution*, 10, 12; *recognition*, 11; *registration*, 11†, 12; *extension*, 12

Recognizing the suffixes *ation*, *sion*, *able*, and *ful*, and the roots from which the words are derived: 7†

Observing *y* in *industry* changed to *i* before *al* in *industrial*: 10

Learning the meaning of *ous* and recognizing the suffix: *ambitious*, *treacherous*, and *desirous*, 12*

DEVELOPMENT OF WORD MEANING

Learning two or more meanings of a word: *resort*, 8†; *civil*, 9; *guaranteed* and *elaborate*, 9†; *fleet*, 10†; *draft*, 11†

Matching words and definitions: 9*, 11, 12*

Recognizing homonyms: *residents–residence*, 8

Recognizing antonyms: *exterior–interior*, 7†; *dependence–independence*, 9*; *modern–ancient*, 12*; *riches–poverty*, 12*

Learning derivations: *individual*, 10†; *military*, 11†; *atmosphere*, 12†

Using knowledge of root word to unlock meaning of derived form: *revolution* and *representative*, 10

USE OF THE DICTIONARY

Practicing alphabetizing: 7*, 8*, 12†
Practicing syllabication: 7*, 8, 9, 11
Finding pronunciations and meanings: 7†, 8†, 9, 10, 11
Marking vowel sounds: 10, 11, 12*
Identifying silent letters: final *e*, 10, 11
Using guide words: 12†
Learning meaning of "primary accent," "secondary accent": 12
Finding two pronunciations of a word: *elaborate*, 9†

RULES AND GENERALIZATIONS

Review of rules previously learned, in every lesson

Words which end in consonants add many suffixes without making any change: 12

Words ending in a final *e* usually drop the *e* before adding a suffix beginning with a vowel: 12

Some words change the root word slightly before adding the suffix, as in *revolution*, *extension*, and *registration*: 12

Singular nouns form the possessive by adding an apostrophe and *s*, as *adviser*, *adviser's* and *scholar*, *scholar's*: 12

OTHER RELATED LANGUAGE–ARTS SKILLS

Using capital letters correctly: *Christian*, 7†, 12*; *Orient–orient*, 7†, 12*; *Republican–republican*, 7†, 12*; *Philippines*, 9

Improving handwriting: dotting *i*'s and crossing *t*'s, 12†; *a* and *o*, 12†; *g* and *q*, 12*

USING THE SPELLING WORDS

Using words in sentences: 7†, 8†, 9, 10, 11, 12
Filling in blanks: 12†

Unit III. Your Dad and His Money

WORD ANALYSIS

Identifying letters and letter combinations:

Double consonants: 14

Phonograms: *og* in *recognized*, 13 R; *ea* in *lease*, 17; *ou* in *fourteen*, 17*

Hearing the common element in rhyme words: *stem–gem*, 15†

Seeing small words in larger ones: *cashier* and *jewelry*, 14; *utmost* and *worthy*, 16

Finding the same letters in *treasurer* and *treasury*: 15

WORD BUILDING

Endings *ed*, *es*, and *ing*:

Adding *ed* and *ing* without changing the root word: 15 R, 16, 18
Dropping final *e* before *ed*, *es*, and *ing*: 13†, 13 R, 14, 15 R, 16, 18
Changing *y* to *i* before adding *ed* and *es* but not before *ing*: 15, 18
Doubling final consonant before adding *ed* and *ing*: 14, 15 R

Writing plurals:

Adding *s* or *es*: 13*, 16 R, 17*
Changing *y* to *i* before *es*: 13, 16, 18
Changing a letter: *salesman–salesmen*, 16

Adding *ly*:

Adding *ly* without any change: 14, 14 R, 16, 17, 18†
Changing *y* to *i* before adding *ly*: 14, 18†

Writing the possessive form of singular nouns: 18
Adding *ment* without changing the root word: 13†, 15, 18
Recognizing the root word and suffix in words which add the suffix without changing the root word: *al* in *occasional*, 13†, 18; *ance* in *allowance*, 13†, 18; *able* in *available*, 15, 18; *able* in *payable*, 15; *ion* in *deduction*, 15; *ation* in *expectation*, 16, 18; *th* in *fourteenth*, 17*; *ation* in *temptation*, 17†, 18
Recognizing the root word and suffix in words which drop final *e* before adding the suffix: *ition* in *competition*, 13†; *ing* in *handling*, 13†; *ance* in *insurance*, 16
Observing that *y* in *mystery* is changed to *i* before adding *ous*: 13†, 14 R
Observing final *t* of *merchant* changed to *d* in *merchandise*: 15†
Using and understanding the meaning of prefixes: *un*, 13, 17†, 18; *de* and *dis*, 14*; *inter*, 16†, 17 R; *in*, 18

DEVELOPMENT OF WORD MEANING

Learning two meanings of a word: *gross* and *liquor*, 15†; *estate*, *trifle*, *premium*, and *initial*, 16†, 18*; *bond*, 17; *finance*, 17†, 18*
Matching words and definitions: 13, 15, 17, 18*

Distinguishing between words that might be confused: *bonus–pension*: 15

Recognizing antonyms: *minimum–maximum*, 16; *asset–liability*, 17

Learning the derivation of words: *unanimous*, 13†; *applicant*, 14; *motion*, *motive*, and *motor*, 16†

USE OF THE DICTIONARY

Practicing alphabetizing: 13*

Practicing syllabication: 14, 15, 16*, 17, 18

Finding pronunciations and meanings: 13†, 14, 15, 16, 17, 18

Marking vowel sounds: 13 R, 16 R, 17 R, 18†

Identifying silent letters: final *e*, 13†; *t* and *e* in *mortgage*, 14

Finding a preferred pronunciation: *economical*, 13†; *finance*, 17†, 18*

OTHER RELATED LANGUAGE–ARTS SKILLS

Improving handwriting: *e* and *l*, 18†; *m* and *n*, 18*

Using a capital letter for certain uses of *treasurer* and *treasury*: 15

RULES AND GENERALIZATIONS

Application in all lessons of rules previously learned

USING THE SPELLING WORDS

Using words in sentences: 13†, 14, 15, 16, 17, 17 R, 18

Filling in blanks: 18†

Unit IV. Writing Letters

WORD ANALYSIS

Identifying letters and letter combinations:

Double consonants: 19†, 20 R, 22†

Phonograms and other sounds: *s* in *absurd*, 19†; *pth* in *depth*, 19 R; *umn* in *column*, 19 R; *lyze* in *analyze*, 19†; *gar* in *vulgar*, 19†; *ie* in *achieve* and *ei* in *receiver*, 20; *scious* in *conscious*, 21; *gl* in *glory*, 22†; *o* and *io* in *onion*, 23*; *c*'s like *k* in *cucumber*, 23*; endings *ise*, *yze*, and *ize* may have the same sound, 24

Finding and hearing the common element in rhyme words: *require–acquire*, 21; *conceal–reveal*, 21

Recognizing a compound word that is always written as two words: *parcel post*: 22

Seeing the parts of compound words: *herewith* and *warehouse*, 23

Making new words by changing a letter or letters: *rance* to *er* in *remembrance*, 23 R

WORD BUILDING

Endings *ed*, *es*, and *ing*:

Adding *ed*, *es*, and *ing* without changing the root word: 19, 21, 22, 23, 24*

Dropping final *e* before adding *ed* and *ing*: 19, 22†, 23, 24*

Doubling the final consonant before adding *ed* or *ing*: 21, 22 R, 23†

Changing *y* to *i* before adding *es* or *ed*: 19 R, 20 R, 22

Writing plurals:

Adding *s*: 22†, 23*

Adding *ly*:

Without changing the root word: 19*, 21 R, 22*, 24

Changing *y* to *i* before adding *ly*: 22, 24

Dropping *le* and adding *ly*: 22*, 24

Adding *ment* without changing the root word: 19†, 24

Reviewing the meaning and use of the suffix *ous*: 24

Recognizing that *y* in *glory* is changed to *i* before adding *ous*: 24

Recognizing the root word and suffix in words that add the suffix without changing the root word: *al* in *informal* and *critical*, 19†; *ous* in *marvelous*, 19†, 24; *ent* in *correspondent*, 20; *ous* in *humorous*, 21, 24; *al* in *additional*, 21*; *ness* in *carelessness*, 21*; *ion* in *confession*, 22, 24*; *able* in *perishable*, 23*; *ee* and *er* to *employ*, 23†

Recognizing the root word and suffix in words that drop final *e* before adding the suffix: *ition* in *definition*, 19†; *ion* in *investigation*, 24; *able* in *advisable*, 24; *ion* in *association*, 24†; *or* and *ion* added to *imitate*, 24*

Recognizing that *gracious* is derived from *grace*: 19†

Recognizing the root word and suffix in words which double the final consonant: *remittance*, 23

Using a prefix and understanding its meaning: *un*, 19†, 20; *in*, 19†; *pre*. 23

DEVELOPMENT OF WORD MEANING

Learning two meanings of a word: *outline* and *dignity*, 19†; *intimate*, 21†; *countenance*, 23 R

Matching words and definitions: 20, 23

Learning the derivation of words: *postscript*, 21

Recognizing homonyms: *claws–clause*, 20†; *stationary–stationery*, 23†

Recognizing antonyms: *fact–fiction*, 22; *retail–wholesale*, 23 R

USE OF THE DICTIONARY

Practicing alphabetizing: 19*

Practicing syllabication: 19, 20, 22, 23

Finding pronunciations and meanings: 19, 20, 21, 22, 23

Placing the accent mark: 19†, 21 R, 23*

Marking vowel sounds: 20, 21

Finding a preferred pronunciation: *detail*, 21†

OTHER RELATED LANGUAGE-ARTS SKILLS

Using capital letter for first word of complimentary close of a letter: 22†

RULES AND GENERALIZATIONS

Review of rule for *ie* and *ei* words: 20

Application in all lessons of other rules previously learned

Special review of three rules for adding *ly*: 24

Summary rule for doubling the final consonant:

Words of one syllable which end in a single consonant preceded by a single vowel double the final consonant before adding suffixes which begin with a vowel: 24

Words of two or more syllables which are accented on the last syllable and which end in a single consonant preceded by a single vowel double the final consonant before adding a suffix beginning with a vowel: 24

Recognizing that many words cannot be spelled by rule: 24

USING THE SPELLING WORDS

Using words in sentences: 19*, 20†, 21†, 23†, 23 R, 24

Filling in blanks: 24

Writing a specific word: 19†, 20, 23†

Unit V. Government under the Constitution

WORD ANALYSIS

Identifying letters and letter combinations:

Double consonants: 25†, 27

Phonograms and other letter combinations: the beginning syllable *pro*, 26†; *c* and *mm* in *recommend*, 27†; *oa* in *oath*, 28†; *dis* in *discharge*, 28*; *c* pronounced as *s* and as *k*, 30*

Changing a letter or letters to form a new word: *ce* to *t* in *evidence* and *violence*, 30; *t* to *ce* in *innocent*, *independent*, and *intelligent*, 30

WORD BUILDING

Endings *ed* and *ing*:

Adding *ed* and *ing* without any change: 25†, 26, 28 R, 29

Dropping final *e* before adding *ed* or *ing*: 25†, 26*, 27†, 27 R, 29†

Writing plurals:

Adding *s* or *es*: 26 R, 27, 28 R, 29, 29 R

Changing *y* to *i* before adding *es*; retaining *y* before adding *s* in words ending in a vowel and *y*: 26 R, 27, 29 R, 30†

Adding or dropping *ly*:

Without changing the root word: 25†, 26, 27 R, 29, 30†

Dropping *le* and adding *ly*: 28*, 30†

Writing the possessive form:

Of singular nouns: 30

Of plural nouns ending in *s*: 30

Recognizing root and suffix in words that add the suffix without changing the root: *ate* in *affectionate*, 26; *ent* in *dependent*, 26*; *ion* in *conviction*, 27; *ence* in *reference*, 28*; *able* in *honorable*, 29

Recognizing the root word and suffix in words which drop final *e* before adding the suffix: *ation* in *organization*, 25†; *tion* or *ion* in *convention* and *constitution*, 25†; *ing* in *providing*, 26*; *ion* in *conviction*, 27; *ial* in *racial*, 27, 30*; *inal* in *criminal*, 27; *ity* in *security*, 28; *ive* in *executive*, 28; *ent* in *resident*, 28; *al* in *approval*, 29†; *ial* in *financial*, 29†; *ior* in *behavior*, 29†

Recognizing other changes in the root word and suffix: words which change *y* to *i* before adding the ending, as *marriage*, 26, *harmonious*, 30; words which change *ion* to *ious*, as *religion*, *religious*, 27*

Using a prefix: *in*, 26†; *pro*, 26†

DEVELOPMENT OF WORD MEANING

Learning two meanings of a word: *unit*, 26; *offense* and *discharge*, 28†; *cabinet* and *coin*, 29†, 30*; *witness*, *pardon*, and *convict*, 30; *associate*, 30†

Matching words and definitions: 25†, 28, 29*, 30*

Recognizing homonyms: *principal–principle*, 25†, 30; *stationary–stationery*, 25 R; *council–counsel*, 27, 30; *capital–capitol*, 29†, 30

Recognizing antonyms: *superior–inferior*, 26; *major–minor*, 27; *guilty–innocent*, 28; *defense–offense*, 28; *lighthearted–solemn*, 28†

Learning derivations: *unit*, 26; *resident*, 28

Distinguishing between words sometimes confused: *conscience–conscious*, 25†

USE OF THE DICTIONARY

Practicing alphabetizing: 25*, 26†, 30†

Practicing syllabication: 25*, 26, 27, 28, 29†, 30

Finding pronunciations and meanings: 25†, 26, 28, 29, 30

Marking vowel sounds: 26†, 30†

Placing the accent mark: 27*, 28

Recognizing that some words that are used either as nouns or as verbs have different pronunciations: 30†

Using guide words: 30†

Identifying silent letters: *n* in *condemned* and *solemn*, 28

OTHER RELATED LANGUAGE–ARTS SKILLS

Improving handwriting: *b*, *f*, *k*, *h*, and *l*, 30

Using capital letters for proper nouns: *Constitution* when referring to the Constitution of the United States, 25; *Congress* of the United States, 29, 30*; United States *Senate*, 29, 30*; *Capitol* building in Washington, 29, 30*; *Supreme* Court of the United States, 29, 30*

Using capital letters for words that are part of a title: *senator*, *major*, 30

RULES AND GENERALIZATIONS

Application of rules previously learned, in every lesson

USING THE SPELLING WORDS

Using words in sentences: 25, 25 R, 26, 27, 28†, 29, 30

Unit VI. Choosing Your Career

WORD ANALYSIS

Double consonants: 36*

Identifying letters and letter combinations: *e*'s in *preference*, 31†, 32 R; soft *c* in *ceremony*, 32; *cuit* in *circuit*, 33; *ei* in *perceive*, 35; soft *c* in *incident*, 35†; *dent* in *incident*, 35*; soft *c* and hard *c*, 36

Finding and hearing the common element in rhyme words: *peak–leak*, 33; *prevail–avail*, 35

Recognizing the parts of words that are the same: *liquor–liquid*, 31†

Changing a letter to make a new word: *t* to *ce* in *abundant*, *permanent*, *indifferent*, and *competent*, 36

WORD BUILDING

Endings *ed* and *ing*:

Adding *ed* and *ing* without changing the root word: 33†, 34, 35 R, 36*

Dropping final *e* before adding *ed* and *ing*: 31†, 33 R, 34†, 36*

Doubling the final consonant before *ed* and *ing*: 35

Writing plurals:

Adding *s*: 33 R, 34 R

Changing *y* to *i* and adding *es*: 31†, 33 R, 34, 35 R, 36†

Writing possessive forms: 36†

Adding *ly*:

Without changing the root word: 31 R, 33

Dropping *le* and adding *ly*: 31 R

Adding or dropping *ment* without changing the root word: 32, 33, 34, 35, 35 R, 36

Recognizing the root word and suffix in other words which add the suffix without changing the root word: *ence* in *preference*, 31†; *ure* in *pressure*, 31†; *ion* in *profession*, 32, 36†; *ion* in *suggestion*, 33, 36†; *al* in *mechanical*, 33; *al* in *educational*, 34; *ity* in *personality*, 34; *ous* in *vigorous*, 34; *al* in *incidental*, 35†; *ion* and *ive* in *possession* and *possessive*, 36†

Recognizing the root word and suffix in words which drop final *e* before adding the suffix: *ation* in *civilization*, 31†; *ion* in *graduation*, 32, 36†; *or* in *supervisor*, 33*; *ion* in *distribution* and *celebration*, 35,

36†; *ion* in *duplication*, 35, 36; *ion* in *accommodation*, 35 R; *ition* in *disposition*, 36†

Recognizing the root word and suffix in derived forms which change a letter or letters in the root word: *subscription*, 36†

Using a prefix and recognizing its meaning: *un*, 32, 34, 34 R, 36; *in*, 34 R, 36; *im*, 36

DEVELOPMENT OF WORD MEANING

Learning two meanings: *concrete* and *survey*, 31†; *community*, 32†; *manual*, 33; *lecture*, 34†

Matching words and definitions: 31, 32, 33, 34

Recognizing antonyms: *agree–disagree*, 32†; *limited–unlimited*, 32†; *inferior–superior*, 34†

Recognizing synonyms: *plentiful–abundant*, 35

Learning the derivation of words: *thermometer*, 31†, 36*; *sacred*, 32; *automatic*, 33; *fraternity*, 35; *vocation*, 36; *data*, 36*

Observing the derivation of *circular* and *circuit* from *circle*, 36†

USE OF THE DICTIONARY

Practicing syllabication: 31, 32, 32 R, 33, 34, 35, 36†

Finding pronunciations and meanings: 31†, 32, 32 R, 33, 35, 36

Learning two pronunciations of a word: *concrete* and *survey*, 31†

OTHER RELATED LANGUAGE-ARTS SKILLS

Improving handwriting: *u*, *n*, and *m*, 36

Using the correct verb with *data*: 36

RULES AND GENERALIZATIONS

Application in all lessons of rules previously learned

USING THE SPELLING WORDS

Using words in sentences: 31†, 32, 33, 34†, 35, 36

Writing a specific word: 31, 32, 32 R, 35, 36†

DICTATION SENTENCES FOR THE WEEKLY LESSONS

LESSON 1

New Words. 1. There are many persons engaged in *research.* 2. This *generation* has seen some wonderful discoveries. 3. The

explorer has visited the far corners of the world. 4. The *scientist* has revealed many secrets of great value. 5. Some experiments have shown *extraordinary* results. 6. Scientists often have much *enthusiasm* for their work. 7. Each comfort of a modern home is the result of someone's *endeavor*. 8. The scientists *approach* the problem from every angle. 9. Each experiment is *accompanied* by careful study. 10. The explorer feels a sense of *triumph*. 11. He makes careful plans for an *expedition*. 12. There was satisfaction in the *applause* given his success. 13. True *greatness* is humble in victory. 14. To scale the mountaintop was a *deed* of daring. 15. The mountain climber did not *surrender* to any difficulty. 16. Will the speed of the new airplane *exceed* that of the old one? 17. It was necessary to make a careful *observation* of the land. 18. The health officer made an *analysis* of the drinking water. 19. How can we show our *gratitude* to scientists? 20. Surely their efforts should receive *respectful* attention.

LESSON 2

New Words. 1. The eighth-grade boys have formed an *aviation* club. 2. We have great *admiration* for the pioneers of the air. 3. A new type of airplane has just been *announced*. 4. There is a great deal of *curiosity* about the plane. 5. Our first model plane met with much *criticism*. 6. Lately we have *accomplished* some good results. 7. The young men were *determined* to make their plane fly. 8. No one came forward to *champion* their cause. 9. Their first efforts met with *laughter*. 10. To some persons a *disappointment* is a spur to harder work. 11. They continue to *experiment*. 12. They are not discouraged if at first they are *unfortunate*. 13. Men sometimes start a venture with but little *assurance* of success. 14. The young inventor was calm in the midst of *confusion*. 15. The aviator must know where weather and wind are *changeable*. 16. His plane may sometimes be *completely* at the mercy of these elements. 17. Many planes are now used in *transportation*. 18. There is to be a *reception* for the noted aviator. 19. The inventor has been sent a letter of *congratulation*. 20. Pioneers like these are *entitled* to a place in history.

Review Words. 1. A person who is determined to succeed will *seize* every possible opportunity. 2. We are *grateful* for our teacher's interest in the club. 3. Each member of the club was introduced

to the *scientist.* 4. Everyone greeted him with *applause.* 5. His *triumph* was complete. 6. The speech did not *exceed* ten minutes. 7. We have made an *analysis* of different models. 8. We *endeavor* to make each new model better than the last one.

LESSON 3

New Words. 1. We have had a talk by Dr. Smith, who is a *physician.* 2. The doctor talked about the progress in medicine and *surgery.* 3. A part of his time was *devoted* to telling about famous doctors. 4. There are some physicians of *international* fame. 5. Through the years there has been a *procession* of great men. 6. A doctor's *reputation* is of great importance. 7. The lives of many *wretched* persons depend on a doctor's skill. 8. Sometimes an *invalid* is completely restored to health. 9. A new treatment has been found for *pneumonia.* 10. Nowadays *appendicitis* is not often fatal. 11. Even *cancer* has lost some of its terrors. 12. Sufferers from *rheumatism* are finding relief. 13. The doctor made careful *inquiry* about the man's condition. 14. Our new hospital is a wonderful *institution.* 15. It was *organized* to be a help to every member of the community. 16. The doctors appreciate its modern *facilities.* 17. Dr. Brown is going to *confer* with another doctor. 18. There is a *probability* two of his patients will go home this week. 19. What is the *capacity* of the large water tank? 20. Our class will contribute to the Junior Red Cross.

Review Words. 1. Dr. Brown has confidence in the head *surgeon.* 2. We have had no *epidemic* in our community. 3. Bob was given *assurance* that he would soon be well again. 4. The boys in our class are interested in *aviation.* 5. Have you no *curiosity* about how planes are flown? 6. At the race we saw the *champion* long-distance runner. 7. The principal *announced* that we should have a field trip. 8. The noted scientist was given a *reception* by our city.

LESSON 4

New Words. 1. Last night we listened to an unusual *broadcast.* 2. Even the *advertiser* was interesting. 3. There was an *abundance* of good music. 4. Only a few programs are devoted *wholly* to entertainment. 5. Many fine broadcasts are sponsored by commercial *companies.* 6. Broadcasting companies seek the *patronage* of advertisers. 7. Many *wireless* telephones are now in use. 8. All telephones

had to be connected by wires *heretofore*. 9. We do not like to have anything *interrupt* a good program. 10. Tom's brother is a *professional* musician. 11. Tom himself is an *amateur* musician. 12. His popularity as a *soloist* is gaining steadily. 13. There is less *interference* on radio programs than in earlier days. 14. Each broadcasting station has a special *meter* length. 15. The company is careful to observe every rule and *regulation*. 16. Some announcers are *inclined* to speak in a light, humorous way. 17. The lecturer spoke of the *marvel* of television. 18. The *variety* of the programs is increasing rapidly. 19. Sometimes there does not seem to be a clear *channel* from station to radio. 20. The boys *anticipate* much enjoyment from their new television set.

Review Words. 1. Next Thursday will be a *legal* holiday. 2. Jim announced the club meeting on the *bulletin* board. 3. Doctors are doing much to help persons with *rheumatism*. 4. There have been very few cases of *pneumonia* this winter. 5. Dr. Brown has been our family *physician* for many years. 6. We have learned how to compute the *capacity* of a tank. 7. There is a *probability* that the boys will be able to broadcast. 8. Major Chase will lead the *procession* to the parade ground.

LESSON 5

New Words. 1. We *occasionally* forget that this is an age of speed. 2. Even heavy freight requires fairly rapid *transit*. 3. Fresh foods are rushed to their *destination*. 4. Much work has been done to make *durable* rubber products. 5. Before the war we used very little *artificial* rubber. 6. In making rubber, it is necessary to *compound* certain materials. 7. A modern world must have an *adequate* supply of rubber. 8. The scientist was working under great *strain*. 9. The problem has been *satisfactorily* solved. 10. Rubber is considered an *essential* product. 11. Every effort is made to *strengthen* the product. 12. To be of use, rubber must be both durable and *flexible*. 13. At first the inventor met with only *partial* success. 14. Sometimes success comes *accidentally*. 15. There was only a *temporary* shortage of rubber. 16. A new *process* may suddenly be found. 17. One new process has brought about greater *resistance* to wear. 18. The increased demand prevents any *reduction* in cost. 19. We miss going to our favorite *restaurant*. 20. Do you live in a *suburb* or in the city?

Review Words. 1. We will try to show our *appreciation* by doing better work. 2. They were *ashamed* when they counted up their tardy marks. 3. We *anticipate* a happy time on our field trip. 4. Someday the *amateur* musician may be a professional. 5. Tom was not *wholly* satisfied with his model plane. 6. The boys did not want to *interrupt* the radio program. 7. There has been an *abundance* of rain this spring. 8. Has the gas *meter* been read this month?

LESSON 7

New Words. 1. Our social-science class is studying the *Orient*. 2. We are *engaged* in the study of its life and customs. 3. On the wall is a picture of a Chinese *festival*. 4. One person has on a beautiful *costume*. 5. These *ancient* people for years saw little of the outside world. 6. Gradually a few of them adopted the *Christian* religion. 7. The Chinese often show much *imagination* in their works of art. 8. During the famine some of the people were in a *pitiful* condition. 9. We hope that someday no one will live in a *miserable* home. 10. It is *evident* that much is being done to make life more comfortable. 11. Unfortunately *poverty* still prevails in many parts of the Orient. 12. We have just met a noted Chinese *scholar*. 13. He believed sincerely in a *republican* form of government. 14. There were beautiful decorations in the *interior* of his house. 15. It was the home of people of *leisure*. 16. True *democracy* is not yet known in many countries. 17. The carpenters are building an *extension* to the gymnasium. 18. Fred has worked *bravely*. 19. Young Pedro crossed the Mexican *border* into the United States. 20. The young man became a helpful and *respectable* citizen.

Review Words. 1. My favorite *magazine* is late this month. 2. Do you like the flavor of fresh *salmon*? 3. Many products are now made of *artificial* rubber. 4. The new *restaurant* was opened on Saturday. 5. Can you name two *essential* parts of a telephone? 6. James was elected *temporary* chairman of our club. 7. How *durable* are these rubber soles? 8. We did not answer all the questions *satisfactorily*.

LESSON 8

New Words. 1. In a discussion one pupil made a *request* for information on Hawaii. 2. We thought it was *undoubtedly* an interesting subject. 3. Some years ago John's uncle took up his *residence* in Hawaii. 4. Uncle Ned had been *appointed* to a government office.

5. The family have become *acquainted* with many persons there. 6. A letter told how they had been received on their *arrival.* 7. A group of Hawaiians gave them a *cordial* greeting. 8. These islands have long been a pleasure *resort.* 9. The *atmosphere* in Hawaii is generally clear. 10. Hawaii meets all tourists with a friendly *greeting.* 11. At one time Hawaii was a *republic.* 12. Then it became a territory which was *represented* in Congress. 13. This group of islands was *originally* an independent kingdom. 14. The pool in the park looked as clear as *crystal.* 15. There were some *magnificent* trees in the park. 16. Sometimes the citizens get up a *petition* for some good cause. 17. The petitions may be *signed* by many persons. 18. Uncle Ned says the climate of Hawaii seldom seems *dreary.* 19. Our club now has a *membership* of over twenty. 20. We are going to choose an *appropriate* name for the club.

Review Words. 1. The highlands of China cover an *immense* area. 2. We are not *familiar* with the Chinese language. 3. The temples of *ancient* China were very lovely. 4. Many Chinese have accepted the *Christian* religion. 5. Jane shows much *imagination* in writing stories. 6. There were a *respectable* number of persons at the lecture. 7. We should like to see a Chinese *festival.* 8. The lecturer spoke of the *poverty* in many lands.

LESSON 9

New Words. 1. For years our country has felt a *responsibility* toward the Philippine Islands. 2. Some years ago a form of *civil* government was established. 3. These islands have been of *tremendous* importance to us. 4. Suddenly they were *attacked* by the enemy. 5. Through taxes a government receives *revenue* from its people. 6. Some countries work for years to obtain *independence.* 7. The people took *preliminary* steps toward obtaining freedom. 8. The government made a *declaration* to the people. 9. The small country was *guaranteed* protection by the large nation. 10. We have made *substantial* progress in our study of history. 11. The girls admired the beautiful *embroidery* on the linen. 12. There was an *elaborate* centerpiece on the table. 13. Fast airplanes travel the length and *breadth* of our country. 14. How long did the enemy *occupy* the islands? 15. The liberation of the *Philippines* began in 1944. 16. Many peoples have come within the *sphere* of our country's influence. 17. The government made use of every available

resource. 18. We must pay a *tariff* on some goods which we import. 19. The rain *unfortunately* upset all our plans. 20. Henry has shown greater *efficiency* in his work this year.

Review Words. 1. We should like to make the *acquaintance* of a Hawaiian. 2. The Hawaiian Islands ship us large *quantities* of pineapples. 3. The Chinese painting was *originally* owned by a wealthy merchant. 4. We have become *acquainted* with a Chinese merchant. 5. Mary wore an *appropriate* costume for a formal party. 6. There is a *magnificent* flower bed just inside the gate. 7. I must get a new *crystal* for my watch. 8. Will the people get up a *petition* for a new post office?

LESSON 10

New Words. 1. For years Japan was considered an *ambitious* nation. 2. The country seemed *desirous* of obtaining territory 3. Some years ago there was a *revolution* in the country. 4. The revolution brought about *industrial* changes. 5. It also affected the country in a *political* way. 6. Japan had what is called an *absolute* type of government. 7. The ruler was supposed to be of *divine* descent. 8. We have a *representative* form of government. 9. This allows us much *individual* liberty. 10. We are *thoroughly* convinced that all people should be free. 11. We try to be *consistent* in our speech and conduct. 12. We hope to *maintain* the respect of all peoples. 13. Sometimes many nations meet together in a *conference*. 14. When a war is over, the nations make a *treaty* of peace. 15. Sometimes a nation likes to build a very large *fleet*. 16. The nation may then be known as an important *naval* power. 17. Once upon a time the Romans had a great *empire*. 18. The ruler traced his *descent* from the gods. 19. The *adviser* to a ruler must have great wisdom. 20. Our forefathers hoped to *establish* a nation of free men.

Review Words. 1. How much *happier* you look today than you did yesterday! 2. Some tasks are *extremely* difficult. 3. The workmen showed great *efficiency* in building planes. 4. The *tariff* laws in some countries have made industrial growth very slow. 5. My new watch is *guaranteed* for a year. 6. There was much *preliminary* work to be done. 7. We are going to study *civil* government. 8. The new plane flew swiftly across the *breadth* of the ocean.

LESSON 11

New Words. 1. Our government feels that it has an *obligation* to smaller nations. 2. We do not seek *possession* of new lands. 3. Our country has been *recognized* as a great democracy. 4. We have lived in almost *continuous* peace with our neighbors. 5. We feel it is very important to choose *qualified* leaders. 6. Generally these are men and women of good *intelligence*. 7. They do not always agree on *internal* affairs. 8. But they agree that we do not wish to rule by military power. 9. When war seemed inevitable, orders for a *draft* were sent out. 10. Men went to the *registration* office. 11. Others stood ready to *volunteer* if they were needed. 12. There is good *discipline* in our army. 13. Americans have tried to get along with a *minimum* of warfare. 14. They are able to produce quickly tons of *ammunition*. 15. Americans do not fight just for *revenge*. 16. We like to see all peoples leading a peaceful *existence*. 17. The vigor and spirit of our people have *confirmed* our faith in democracy. 18. Some of our leaders have been a great *inspiration* to us. 19. We feel that the great deeds of some Americans *parallel* those of any nation. 20. We hope no *treacherous* attack will lead us to another war.

Review Words. 1. In our government *authority* is vested in elected leaders. 2. Americans have a *thorough* dislike of dictators. 3. We are *thoroughly* convinced that liberty is important. 4. The class was *ambitious* to finish the assignment. 5. We are proud of our *descent* from liberty-loving people. 6. We should try to make our deeds *consistent* with our ideals. 7. Our forefathers believed in *representative* government. 8. The driver needs *absolute* control of the car.

LESSON 13

New Words. 1. Tom's father gives him an *allowance*. 2. He wants Tom to have experience in *handling* money. 3. The boy will try to be *economical* in using his money. 4. He does not want to be a *nuisance* in asking for extra money. 5. This means that Tom can have only an *occasional* luxury. 6. He will learn the difference between a necessity and a *luxury*. 7. Lack of money may be the cause of a *tragedy*. 8. Great poverty may sometimes drive a man to *despair*. 9. In a depression many families may be in *desperate* need. 10. There is sometimes keen *competition* between two merchants. 11. One man may be much more *shrewd* than the other

one. 12. There is a savings bank in our *vicinity*. 13. Jennie is *unconscious* of her thrifty habits. 14. The valuable bonds disappeared in a *mysterious* way. 15. Mary has just received an *unexpected* gift from her aunt. 16. The merchant made an *adjustment* in his bill. 17. We are careful not to *exhaust* ourselves when in swimming. 18. There is no *substitute* for good health. 19. Mary's gift of two dollars will *enable* her to buy a book she desires. 20. The people were *unanimous* in praising the work of the inventor.

Review Words. 1. Every person has a right to his own *opinion* of that question. 2. Under *ordinary* conditions nobody would be surprised at his statement. 3. Pine and Spruce Streets run *parallel* to each other. 4. Water flows from the spring in a *continuous* stream. 5. Father thinks keeping within an allowance is good *discipline*. 6. This old coin has been in *existence* for hundreds of years. 7. Tom's brother was one of the first to *volunteer* for service. 8. Mr. Bates said he had not *recognized* the man who spoke to him.

LESSON 14

New Words. 1. Our class has been studying bank *discount*. 2. We have visited a bank and talked with the *cashier*. 3. He told us all banks must be *approved* by the government. 4. The bank is well *equipped* to serve the public. 5. Banks sometimes make a loan on a *mortgage*. 6. There is a *specific* rate of interest charged for the loan. 7. Sometimes a loan is a great *accommodation*. 8. Many persons use safety-deposit boxes for valuable papers or *jewelry*. 9. The bank will see that the *contents* of the boxes are guarded. 10. The owner of the box has *exclusive* right to it. 11. Father *ordinarily* puts his extra money in the bank. 12. This is a safe and handy way to take care of *surplus* cash. 13. When loans are made, banks *deduct* the interest in advance. 14. A banker must *comply* with certain regulations. 15. An *applicant* for a loan must comply with the rules of the bank. 16. Frank has long *desired* to have a savings account. 17. He wants to *accumulate* enough money to make a deposit. 18. Frank will *ascertain* what rate of interest the bank pays. 19. When he reaches the age of *maturity*, Frank himself may be a banker. 20. The cashier of the bank had *faithfully* performed his duties.

Review Words. 1. The opening of the new bank was an interesting *occasion*. 2. Two *nervous* attendants waited at the door. 3. A

mysterious silence spread over the room. 4. Our class was *unanimous* in its thanks to the cashier. 5. There is keen *competition* between the teams. 6. A barking dog is a great *nuisance*. 7. We were *unconscious* of any excitement. 8. The *tragedy* was quickly averted.

LESSON 15

New Words. 1. We have learned why it is necessary to *impose* taxes. 2. We now know how funds to run our government are *secured*. 3. Taxes must be paid at *specified* times. 4. The city *treasury* is in good condition. 5. Taxes are *payable* annually, semiannually, or quarterly. 6. A taxpayer usually receives a *statement* of taxes due. 7. The statement is used to *notify* the taxpayer of the amount due. 8. It is also used to *specify* the time and place of payment. 9. Federal income taxes are not levied on *gross* income. 10. There is usually a *deduction* made for dependents. 11. There is no tax on a *pension*. 12. The government puts a tax on the sale of *liquor*. 13. A *corporation* is required to pay a tax on its earnings. 14. There is a tax on any *dividend* received from stocks or bonds. 15. Some states have a tax on *merchandise*. 16. There is no tax on a sailor's or soldier's *bonus*. 17. A precious *gem* may be subject to a tax. 18. Father has money *available* for his tax. 19. The government does not excuse *inability* to pay taxes. 20. Mr. Clark is the *treasurer* of a local bank.

Review Words. 1. Father said we had used good *judgment* in handling our allowance. 2. We do not want to have an *argument* over the bill. 3. The treasurer's office is *equipped* to handle large sums of money. 4. The man was able to pay the *mortgage* on his farm. 5. Frank will allow the interest to *accumulate* on his savings. 6. A good bank is an *accommodation* in a community. 7. Father will *ascertain* how much money Frank will need for college. 8. Father *ordinarily* goes to the bank each week.

LESSON 16

New Words. 1. When Henry was quite young, his father took out *insurance* for him. 2. Mr. White first had an *interview* with the local agent. 3. A *salesman* explained the features of the policy. 4. The policy was *issued* when Henry was two years old. 5. Each year Henry's father pays a small *premium* on it. 6. The policy will *mature* when Henry is eighteen years of age. 7. Mr. White

says his own policy is part of his *estate*. 8. The insurance was sold to him by a local *agency*. 9. Mr. White's *motive* was to make provision for his family. 10. Henry's father felt that this was a *worthy* motive. 11. The cost of the policy was based on his *expectation* of life. 12. Mr. White made a small *initial* payment on Henry's insurance. 13. The premiums are paid in a *series* of annual payments. 14. Many persons *evidently* think insurance is a good investment. 15. Some men take out insurance for the *maximum* amount allowed. 16. They want to do their *utmost* to provide for their families. 17. The man set aside a fair *proportion* of his income for insurance. 18. Do you know the *procedure* in taking out insurance? 19. The salesman was *assigned* to a certain district. 20. Can you *positively* answer the problem?

Review Words. 1. This *policy* still has several years to run. 2. It is certainly a good *investment*. 3. Ralph was elected *treasurer* of his class. 4. Today Father received a *dividend* from his stock. 5. He has money invested in a shoe-manufacturing *corporation*. 6. Dividends are paid at a *specified* time. 7. Our state has laws controlling the sale of *liquor*. 8. The shoe company will give the men a *bonus*.

LESSON 17

New Words. 1. George's father is teaching him something about *finance*. 2. His father and mother are making up the annual *budget*. 3. They believe their children should know something about *economy*. 4. It is sometimes a *temptation* to spend money too freely. 5. Careful attention to your bills may seem *tiresome*, but it is very necessary. 6. Many *unimportant* purchases can be given up without any hardship. 7. The Browns are celebrating their fifteenth *anniversary*. 8. The family once lived in an *apartment*. 9. They first decided to *lease* a small house. 10. The *fourteenth* house they saw proved ideal for them. 11. When the *transaction* was completed, the Browns owned a home. 12. Mr. Brown thought the house might prove to be a *liability*. 13. Soon the family realized their home was an *asset*. 14. The merchant took an *inventory* of goods in his store. 15. George received a *bond* for his birthday. 16. His father will show him how to care for his property *successfully*. 17. George does not spend his money on every *trifle* he sees. 18. The buying of the house made necessary the *expenditure* of quite a sum. 19. George completes every task most *cheerfully*. 20. The family was *definitely* interested in having a garden.

Review Words. 1. The Browns insist on *balancing* their budget regularly. 2. They think that wasting money is always a *loss*. 3. Some people buy *insurance* instead of putting their money in the bank. 4. Father had an *interview* with the salesman. 5. Tonight the basketball team makes its *initial* appearance. 6. The insurance company considered the man's *expectation* of life. 7. Mother spoke *positively* about her decision. 8. Today we learned the *procedure* for opening a savings account.

LESSON 19

New Words. 1. Often an *outline* helps you in writing a report. 2. You must sometimes *analyze* a sentence to get its full meaning. 3. A person should be *critical* of his own work. 4. Be sure you know the *definition* of every word. 5. The good writer is careful not to *include* any unnecessary words. 6. We should avoid using *vulgar* language. 7. A poorly written letter does not make a good *impression*. 8. The English girl had a *gracious* manner. 9. The last meeting of our class is always an *informal* dance. 10. Please *compare* Alice's drawing with the sample on the wall. 11. Is it *permissible* to get help on this assignment? 12. The older brother had a great deal of *dignity*. 13. Our teacher told us to avoid *absurd* statements. 14. We should not want to *embarrass* our families. 15. Jennie has a very *pleasing* way of speaking. 16. The overuse of slang may be caused by *ignorance*. 17. There was an *unfamiliar* postman on our route today. 18. We saw an *exquisite* piece of china in the store. 19. Father says some scientists are doing *marvelous* work. 20. That was the *circumstance* that decided his course of action.

Review Words. 1. What is the *depth* of this pond? 2. The words were listed in a long *column*. 3. Tomorrow will be the third *anniversary* of our baseball team. 4. We have *definitely* decided to have an annual exhibit. 5. The insurance company will assume the *liability* of damage to the car. 6. The finance committee must account for the *expenditure* of any money. 7. Our *lease* runs two years longer. 8. The men's club raised money to *finance* the building of a golf course.

LESSON 20

New Words. 1. Dick has made a written *application* for a position. 2. The boy addressed the merchant in a *courteous* manner.

3. He was *particularly* careful of his English. 4. He reread each *phrase* very carefully. 5. He remembered when to use a comma after a *clause*. 6. Dick knows that the need for careful English is not *exaggerated*. 7. He was careful not to use *unnecessary* words. 8. We should exercise *discretion* in the use of slang. 9. We should make note of the address of any *correspondent*. 10. Jennie has just received a box of *stationery*. 11. Mother has been *filing* a list of the supplies she will need this fall. 12. The merchant will *fulfill* all obligations. 13. Dick said he *valued* highly the principal's advice. 14. We have had no news *concerning* the damage done by the storm. 15. Our radio *receiver* is out of order. 16. The farmer thought it *advisable* to plant more corn. 17. Dick hopes to *achieve* success in his new position. 18. The boy will try to *merit* the confidence of the merchant. 19. Mother does not want us to indulge in idle *gossip*. 20. She knows it is *unwise* to waste time that way.

Review Words. 1. Everyone on the farm *busied* himself with his own particular job. 2. The fields were now green and *fertile*. 3. The cheering seemed for a moment to *embarrass* the speaker. 4. "This is a *critical* moment in our history," he went on in a serious tone. 5. What *definition* can you give for that word? 6. The speaker's manner was very *pleasing*. 7. Alice showed *exquisite* taste in her arrangement of the flowers. 8. You know that *ignorance* of a law is never an excuse.

LESSON 21

New Words. 1. Dick and Larry are *intimate* friends. 2. Dick's father is a *prominent* lawyer in the city. 3. Larry's father entered *politics* and was elected to Congress. 4. Dick has just received a *humorous* letter from Larry. 5. Larry wants to *acquire* the ability to write well. 6. The boy *frequently* writes a very serious letter. 7. Larry added a *postscript* to his letter. 8. A letter should have an even *margin* on each side. 9. The lecturer related an amusing *anecdote*. 10. One speaker at our town meeting did not seem *conscious* of the passing time. 11. The man made an appeal to the *sentiment* of his audience. 12. Sometimes a debate requires *additional* time to hear both sides. 13. Tommy tried to *apologize* for being late to dinner. 14. Mother told him she would excuse his *carelessness*. 15. The scientist gave careful attention to every *detail*. 16. He did not want to spend time *regretting* some careless mistake.

17. The lecturer kept *referring* to other talks he had given. 18. Evidently some of his notes were not very *legible*. 19. The company did not *reveal* its plans at once. 20. The merchant showed his confidence by *trusting* the boy with the money.

Review Words. 1. A *modern* business letter must be clear and concise. 2. The writer must be *modest* in his statements about himself. 3. A *courteous* letter always makes a good impression. 4. Good *stationery* improves the appearance of a letter. 5. The use of slang by a *correspondent* is seldom advisable. 6. How many of these suggestions can you *fulfill*? 7. We should avoid the use of *unnecessary* words. 8. Try to show *discretion* in your choice of language.

LESSON 22

New Words. 1. The second *edition* of our school paper is very interesting. 2. It is *considerably* larger than the first edition. 3. Emma contributed a good *essay* on school manners. 4. The editor said it was a fine *specimen* of good English. 5. The essay did not need a single *correction*. 6. Emma would like to be a writer of *fiction*. 7. She does not want to *imitate* any other writer. 8. The author said his book was *lovingly* dedicated to his family. 9. One story was written in *remembrance* of a Halloween prank. 10. Perhaps the author wanted to make his readers *tremble*. 11. John must *confess* that he knows little about writing. 12. The man wrote his *signature* in a clear and bold style. 13. He then *addressed* the letter clearly. 14. We laughed *heartily* at Bill's humorous story. 15. The principal came in to *congratulate* us. 16. He mentioned the good *qualities* of our paper. 17. He pointed out two articles that he felt especially helped to *distinguish* the current issue. 18. We may be able to join an *association* of junior-high-school journalists. 19. Perhaps we shall someday bring *glory* to our school. 20. Did you send the package by *parcel post*?

Review Words. 1. Our gratitude for your help is most *sincere*. 2. The editor said that he *preferred* stories and essays. 3. All *additional* items would be used if possible. 4. In your letters it is best not to make too frequent use of the *postscript*. 5. How *frequently* do you submit articles for your school paper? 6. John said he would *apologize* for being late. 7. The teacher praised Tony's letter as clear and *legible*. 8. In the letter was a paragraph *referring* to our school paper.

LESSON 23

New Words. 1. What is meant by *perishable* goods? 2. The *onion* is one example. 3. Yes, and the *cucumber* is another. 4. Such articles must be disposed of before they are even *slightly* spoiled. 5. Sometimes it is necessary to *cancel* an order. 6. A wholesale house will usually acknowledge the *cancellation*. 7. An *official* of the company may examine the shipment. 8. Many articles are shipped *prepaid*. 9. If necessary, a *refund* is then asked for overpayment. 10. Sometimes a *remittance* is asked for within thirty days. 11. Many a *warehouse* is now stocked with goods that belong to our government. 12. Recently an *investigation* was made of the sugar supply. 13. The supply had remained *stationary* for some time. 14. In our town a merchant *requested* credit for a load of grain from a wholesale grain concern. 15. An *employee* of the wholesaler examined the merchant's credit record. 16. Very soon the merchant received a letter *assuring* him that his credit was good. 17. As soon as *permission* was received, the merchant forwarded a large order for grain. 18. A letter soon arrived *advising* him that the grain was being shipped. 19. There was a brief delay, *owing* to a shipping tie-up. 20. What are the two small words in *herewith*?

Review Words. 1. Jim hopes to work for a *wholesale* shoe firm. 2. Sometimes a merchant must *sacrifice* part of his profit to sell his stock. 3. This hospital was built in *remembrance* of a noted citizen. 4. A *correction* must be made in your first paragraph. 5. It is convenient to send small packages by *parcel post*. 6. It has been *considerably* colder this winter than last winter. 7. I am always careful to write my *signature* clearly. 8. Mr. Smith sent the company a *specimen* of the kind of paper he wanted.

LESSON 25

New Words. 1. Each *delegate* to the Constitutional Convention had a part in making the Constitution of the United States. 2. This Constitution can be changed only by *amendment*. 3. This helps to *guarantee* our liberties. 4. The Constitution was adopted to *insure* certain rights to the people. 5. It took wise men to write such a *constitution*. 6. These men hoped we would work together for our common *welfare*. 7. The different states work together in *harmony*. 8. We are *accustomed* to live at peace with our neighbors. 9. The

Constitution acts as a *guardian* of our rights. 10. We must have a *decent* respect for the rights of others. 11. Everyone is allowed to worship according to his *conscience*. 12. Our citizens *associate* together for the good of all. 13. There is sometimes a *convention* called to decide some question. 14. There was an *apparent* need for a change in the law. 15. An amendment must be given careful and *intelligent* consideration. 16. Men have given their lives that our Constitution might continue to *exist*. 17. We have separate states, but *actually* we are one union. 18. The people formed an *organization* to help others in times of need. 19. They were *absolutely* sure the association would be of help. 20. The people carefully considered every *principle* to be included.

Review Words. 1. The letter was *referred* to the president of the company. 2. Do you remember what *occurred* on December 7, 1941? 3. The *official* report gives all the details. 4. The *cancellation* of many plans was inevitable. 5. The treasurer has been authorized to make a *remittance* at once. 6. How soon can *permission* be received? 7. A *stationary* engine is used to pump the water. 8. The merchant had a letter *advising* him of the shipment.

LESSON 26

New Words. 1. The home is an important *unit* in our social life. 2. The Constitution provides for the *protection* of every home. 3. No officer of the law may enter a home without a *warrant*. 4. There are certain laws governing *marriage*. 5. There are laws to protect *dependent* children. 6. The children are taught to *cooperate* with others. 7. A happy home is based on *mutual* understanding. 8. There is mutual *affection* among the members of the family. 9. The parents have an *affectionate* regard for their children. 10. They are *concerned* about their children's welfare. 11. The father takes pride in *providing* for his family. 12. Our laws *prohibit* unlawful entrance into a home. 13. The man felt no *anxiety* for the safety of his property. 14. The boy was taught to *acknowledge* the rights of others. 15. He *consequently* got along well with his playmates. 16. The man's success was *largely* due to his early training. 17. The children must develop the right *attitude* toward others. 18. A happy home may be *credited* to thoughtful co-operation. 19. No one in the family was made to feel *inferior* to another. 20. There is someone *continually* on duty at the fire station.

Review Words. 1. The visitor was shown every *courtesy*. 2. A large *quantity* of water leaked through the hole. 3. The *principle* of self-government can be taught in the home. 4. A citizen of this country can worship according to his *conscience*. 5. The boys were not *absolutely* sure their plane would fly. 6. The police officer is a *guardian* of the law. 7. This is our *guarantee* on the new cleaner. 8. A successful democracy must have *intelligent* citizens.

LESSON 27

New Words. 1. Every person accused of a major *crime* must be given a fair trial. 2. He may request *counsel*. 3. This is the right of every *accused* person. 4. The court may provide him with an *attorney*. 5. Time must be allowed for the *preparation* of the defense. 6. The case will probably be tried before a *jury*. 7. Every juror is examined to make sure that he is free from *prejudice*. 8. No *racial* antagonism is permitted. 9. No juror can allow any *religious* feeling to influence him. 10. When each of the *staff* of lawyers is ready, the trial begins. 11. It then proceeds in *accordance* with the law. 12. Each *witness* must take an oath to tell the truth. 13. The judge listens carefully to the *testimony*. 14. The jury also must listen carefully to the *evidence* presented. 15. Some cases are tried in a *criminal* court. 16. Sometimes a private hearing is held in a *council* chamber. 17. No one wants to *convict* an innocent person. 18. In the case of a *major* crime, there may be a long trial. 19. For a light offense a judge may *recommend* probation. 20. No *conviction* can be permitted unless the evidence is sufficient to demand it.

Review Words. 1. Each juror was *obedient* to the law. 2. They all determined to *avoid* any possibility of unfairness. 3. The pupils will *co-operate* in selling Christmas seals. 4. An officer must have a *warrant* to search a home. 5. The members of the family are *affectionate* toward one another. 6. Sam tries not to cause his parents any *anxiety*. 7. Frank is writing to *acknowledge* the gift he received. 8. The men were *continually* on guard at the fort.

LESSON 28

New Words. 1. The governor is the chief *executive* of a state. 2. He takes an *oath* to perform all duties according to law. 3. The governor declared he would *execute* the laws impartially. 4. The inauguration was a *solemn* occasion. 5. A judge declared the gov-

ernor *duly* installed. 6. Grace's father is a member of the *legislature*. 7. A governor has the power of *pardon*. 8. He may release an *innocent* person imprisoned through mistake. 9. He may pardon a person who has been unlawfully *condemned*. 10. Our governor and legislature seldom have a *controversy*. 11. The state militia may be called out in an *emergency*. 12. It may be used to *restrain* an angry crowd. 13. The militia may be used to prevent acts of *violence*. 14. To sentence a person, there must be proof of his *offense*. 15. The new governor is a *resident* of our county. 16. In his speech the governor made *reference* to the Constitution. 17. He will assist state officers in the *performance* of their duties. 18. There must be *security* for all the people. 19. The governor will not do anything *contrary* to public law. 20. We know the man will faithfully *discharge* his duties.

Review Words. 1. Each citizen must share the responsibility for preventing *disaster*. 2. Frank will get a *license* to drive an automobile. 3. The man was glad to *recommend* John for the position. 4. The jury had no *prejudice* against the man. 5. Our class is planning to attend a *council* meeting. 6. The lawyer received a fee for his *counsel* in the case. 7. Our class is learning how to avoid all *racial* prejudices. 8. The man was called before the court to give *testimony*.

LESSON 29

New Words. 1. Someday our state will build a new *capitol*.[1] 2. The President must take the oath of *allegiance*. 3. A *senate* is a respected body of lawmakers. 4. The President's *cabinet* is a body of men he has chosen to help him. 5. A *Senator* is a member of the Senate. 6. The people met together in a *congress*. 7. The government has the right to *coin* money. 8. The House of Representatives is discussing a *financial* bill. 9. If the bill is passed there, it will go to the Senate for *approval*. 10. The bill will *accordingly* be discussed in the Senate. 11. The Senator has had an *honorable* record. 12. The man has been most honest and upright in his *behavior*. 13. Congress is in *session* during a part of each year. 14. No branch of our legislature is wholly *independent* of the others.

[1]If the sentences are written as dictation exercises, pupils should be expected to use capital letters correctly for such words as *capitol, senate, senator,* and so on. If the words are written in columns, pupils should be instructed to use small letters for all words.

15. The case was taken to a *supreme* court. 16. He wanted to see his lawyer before talking about the *affair*. 17. It may be some time before the Senators *conclude* their debate. 18. The people hoped it would not be necessary to *declare* war. 19. The man was very *efficient* in his work. 20. Of what two government branches does Congress *consist*?

Review Words. 1. The boys will go home *immediately* after the ball game. 2. The taxes were paid *annually*. 3. Our laws are enforced by the *executive* branch of our government. 4. In times of *emergency* our President has much power. 5. There is sometimes a *controversy* in Congress over some question. 6. Each state, as well as our nation, has a *legislature*. 7. In applying for work, Bob gave his principal's name as a *reference*. 8. The court must see that no innocent person is *condemned*.

LESSON 31

New Words. 1. Dick has always liked *mathematics*. 2. Henry shows a *preference* for science. 3. It is Dick's *intention* to become an engineer. 4. He has been watching some men *survey* land. 5. Dick got a high mark in *algebra*. 6. Henry thinks he will like the study of *physics*. 7. This will help Henry in doing *scientific* work. 8. Scientists make frequent use of a *thermometer*. 9. Henry's father has bought him a *chemistry* set. 10. Dick will study *geometry* in high school. 11. Do you know how air *pressure* is measured? 12. The glass was half full of a pink *liquid*. 13. Dick's father is making *inquiries* about engineering courses. 14. The boy wants to become a *competent* engineer. 15. An engineer must have good *technical* training. 16. Many things are *involved* in selecting a school or college. 17. The engineer must have a *concrete* knowledge of many things. 18. Our library has proved to be a *reservoir* of information. 19. The class will soon take up the study of *circular* measure. 20. The scientist's work has contributed much to our *civilization*.

Review Words. 1. The boys in Junior High are much interested in *athletics*. 2. Our *literary* club spends one day each week in the library. 3. At the next meeting our science club will hear its *financial* report. 4. At all games the *behavior* of the students is excellent. 5. Can you recite the oath of *allegiance*? 6. Mary's sister is an *efficient* secretary. 7. The man received an *honorable* discharge from the army. 8. The explorer made a *supreme* effort to climb the mountain.

LESSON 32

New Words. 1. Mary has attended *commencement* at the state college. 2. She saw her brother Howard receive a *diploma*. 3. The awarding of diplomas was an interesting *ceremony*. 4. Howard has not yet chosen a *profession*. 5. The college has a large and beautiful *campus*. 6. Howard thinks that medicine is a *dignified* profession. 7. The laboratory is well equipped with modern *apparatus*. 8. A doctor must know every bone in the *skeleton*. 9. He must understand the use of *complex* apparatus. 10. Some of the doctor's work may be of a *strenuous* nature. 11. Howard may become a *candidate* for a law degree. 12. A lawyer must often spend *unlimited* time on the preparation of a case. 13. The lawyer may have to face a very clever *opponent*. 14. Sometimes a jury will *disagree* on a case. 15. Several parts of the *community* may have to be visited. 16. The doctor tried to *persuade* his patient to go to the hospital. 17. The doctor regards his patients' welfare as a *sacred* trust. 18. The lawyer must *suggest* other methods of helping his client. 19. Will you attend the high-school *graduation*? 20. It will be held in the *university* stadium.

Review Words. 1. What *dictionary* did you consult? 2. Your definition is entirely *acceptable*. 3. Frank has always had a *preference* for science. 4. The boy is eager to acquire *scientific* knowledge. 5. We need many *competent* mechanics and engineers. 6. A concrete dam holds back the water in the *reservoir*. 7. John expects to make good use of his knowledge of *geometry*. 8. The boy is interested in getting *technical* training.

LESSON 33

New Words. 1. Sam wants to be a good *mechanic*. 2. The boy says he likes *manual* work. 3. Sam already knows something about *mechanical* things. 4. He has set up an electric *circuit* for a toy train. 5. Sam helped his father mend the automobile *radiator*. 6. The family has an electric *refrigerator*. 7. The refrigerator has an *automatic* control of temperature. 8. Sam watched a plumber mend the *leak* in the water pipe. 9. The mechanic found something wrong with the motor *cylinder*. 10. The boys are *enthusiastic* about their shopwork. 11. The care of their *equipment* requires a great deal of time. 12. Each new *development* in machinery is studied with care. 13. Sam's father is a *supervisor* in a factory. 14. To be

a good mechanic, one must have *sufficient* training. 15. One cannot afford to be *indifferent* about getting experience. 16. The teacher made a helpful *suggestion* about a school course. 17. The boys were considering their *prospect* for success in building a model plane. 18. There is an almost *universal* need for good mechanics. 19. Many young men will *respond* to the call. 20. The airplane was carefully and *strongly* built.

Review Words. 1. A recent *graduate* is now teaching in the school shop. 2. The *garage* doors need repainting. 3. There is a new *apparatus* in the laboratory. 4. There is a chart showing the bones in the *skeleton*. 5. This is a very *complex* problem. 6. The *ceremony* was conducted in a dignified manner. 7. Do you think you can *persuade* your father to attend the lecture? 8. Tom was Sam's *opponent* in the half-mile race.

LESSON 34

New Words. 1. Mary is interested in doing *educational* work. 2. Her father is a *distinguished* professor in a university. 3. The girl has a pleasing *personality*. 4. Mary has a kind and even *disposition*. 5. These qualities are *desirable* in a teacher. 6. Enthusiasm and *vigor* are also desirable. 7. Mary seems to *possess* many good qualities. 8. We have just had a *lecture* by a university professor. 9. The speaker tried to *combine* information and entertainment in his talk. 10. The teacher is careful to make every *assignment* clear. 11. There is a *possibility* that Mary may obtain a scholarship. 12. There are good *opportunities* in educational work. 13. Mary is interested in all student *activities*. 14. Many young people are interested in learning *effective* methods in education. 15. The professor was asked to fill a *vacancy* at the college. 16. He expects that the position will be a *permanent* one. 17. His *previous* position was in a smaller school. 18. The scientist *attached* much importance to his laboratory work. 19. Mary helps her mother *regularly* by doing the errands. 20. The training at one school may be *superior* to that at another.

Review Words. 1. The *professor* told his class an amusing story. 2. Joan is hoping for *promotion* very soon. 3. We are *enthusiastic* about the new laboratory equipment. 4. The school has a new *refrigerator* in the domestic-arts department. 5. Every pupil should give *sufficient* time to his studies. 6. The boys in the shop are mak-

ing some *mechanical* toys. 7. Our field trip is a pleasant *prospect* for us all. 8. What *equipment* do you need for that experiment?

LESSON 35

New Words. 1. Julia has chosen business as a *vocation*. 2. The girl hopes to become an efficient *stenographer*. 3. She will seek *employment* in a business office. 4. The clerk does *miscellaneous* work about the office. 5. Julia has taken out a *subscription* to a business magazine. 6. Her brother helps with the *distribution* of the school paper. 7. When James goes to college, he may join a *fraternity*. 8. The girl was asked to help with the school *statistics*. 9. She sometimes helps with the *enrollment* report. 10. James is collecting *data* for an essay on wild life. 11. The stenographer will make a *duplicate* of the letter. 12. The clerk is quick to *perceive* what needs to be done. 13. There is a fine *assortment* of stationery in the store. 14. Julia has been *exceedingly* busy writing letters. 15. She told one friend about an amusing *incident*. 16. Julia will *avail* herself of the opportunity to take a trip. 17. It may be necessary to *transfer* from one train to another. 18. The class is planning a Christmas *celebration*. 19. We have an *abundant* supply of wrapping paper on hand. 20. These decorations have different prices, *varying* from a few cents to about one dollar.

Review Words. 1. The principal says that Julia will make a fine *secretary*. 2. The commercial department affords an *opportunity* to learn typing. 3. To be *effective* a secretary must be accurate. 4. The young man will try to get a *permanent* position. 5. Just now the *possibility* of employment is good. 6. There are many *opportunities* in the business world. 7. A knowledge of mathematics is *desirable* in many trades. 8. Julia's brother has received an *assignment* to the Air Corps.

HALF-YEARLY TESTS

TESTS FOR THE FIRST HALF YEAR

Test A

patronage	rheumatism	restaurant	advertiser	transportation
undoubtedly	physician	reception	probability	criticism
interrupt	meter	abundance	champion	temporary
desirous	Philippines	intelligence	amateur	guaranteed
atmosphere	revolution	republic	originally	discipline
conference	parallel	absolute	cordial	petition
accumulate	discount	treasury	cashier	shrewd
salesman	motive	interview	competition	mortgage
utmost	issued	bonus	applicant	maturity
companies	pneumonia	curiosity	observation	anticipate

Test B

gratitude	analysis	changeable	artificial	satisfactorily
confer	enthusiasm	pitiful	triumph	breadth
continuous	inspiration	thoroughly	independence	treacherous
ancient	definitely	minimum	adequate	military
expenditure	capacity	economical	equipped	merchandise
tragedy	exhaust	budget	surplus	evidently
luxury	unanimous	proportion	finance	liability
Orient	festival	confirmed	revenge	crystal
embroidery	scholar	descent	vicinity	bravely
flexible	sphere	variety	disappointment	nuisance

TESTS FOR THE SECOND HALF YEAR

Test A

phrase	equipment	imitate	prepaid	advising
varying	legible	heartily	exquisite	marvelous
crime	jury	exist	supreme	anxiety
discharge	council	prohibit	restrain	innocent
campus	distinguish	physics	possess	sacred
persuade	attached	technical	superior	transfer
competent	chemistry	scientific	apparatus	intention
prejudice	affection	conscience	amendment	efficient
legislature	protection	emergency	controversy	allegiance
development	official	frequently	suggest	cancellation

Test B

gracious	prominent	warehouse	vulgar	violence
delegate	application	discretion	congratulate	unlimited
counsel	capitol	witness	marriage	racial
convention	recommend	cabinet	associate	reference
major	mutual	decent	security	guardian
embarrass	intimate	detail	anecdote	courteous
remittance	edition	gossip	clause	specimen
regularly	fiction	politics	senator	apparent
session	conclude	acknowledge	honorable	constitution
geometry	ceremony	mathematics	sufficient	enthusiastic

DICTATION SENTENCES FOR THE HALF-YEARLY TESTS

FIRST HALF YEAR. TEST A

1. The art exhibits have the *patronage* of several wealthy persons.
2. The upper court will *undoubtedly* change that decision.
3. The chairman would permit no one to *interrupt* the speaker.
4. The boys are *desirous* of visiting a military camp.
5. The *atmosphere* was charged with electricity.
6. Our principal is attending a *conference* in Chicago.
7. The Japanese began early to *accumulate* military supplies.
8. The *salesman* praised the qualities of the new radio.
9. The committee has done its *utmost* to sell savings bonds.
10. There are two manufacturing *companies* in our town.
11. A remedy for *rheumatism* will be welcomed by the medical world.
12. My brother John wants to be a *physician.*
13. The science class learned how to read an electric *meter.*
14. General MacArthur lived for many years in the *Philippines.*
15. The country was greatly changed by the *revolution.*
16. The courage of these soldiers is without *parallel.*
17. Father's banker will *discount* the note.
18. The *motive* for the crime is unknown.
19. Our government has *issued* new currency.
20. The new drug is an effective remedy for *pneumonia.*
21. The *restaurant* chef is a famous cook.
22. Father attended a *reception* for the governor.

23. Our farm grows an *abundance* of vegetables.
24. High *intelligence* is required of army officers.
25. This country has established a *republic*.
26. The dictator took *absolute* authority upon himself.
27. War places a heavy strain upon our national *treasury*.
28. The President granted Congressman Short an *interview*.
29. Senator Frost favored a *bonus* for the soldiers.
30. The stranger's action aroused our *curiosity*.
31. The *advertiser* on this program is unusually persuasive.
32. The candidate realized the *probability* of his defeat.
33. Jefferson was a *champion* of the common people.
34. Some *amateur* casts give excellent performances.
35. West Virginia was *originally* a part of Virginia.
36. The governor granted the committee a *cordial* reception.
37. The *cashier* of the company holds a responsible position.
38. The two countries are in *competition* in the production of wheat.
39. The *applicant* for the position presented a letter of recommendation.
40. The scientist made an *observation* from Pikes Peak.
41. The airplane promises a revolution in *transportation*.
42. Lincoln's words at Gettysburg have outlived all *criticism*.
43. The governor made a *temporary* appointment.
44. Our personal rights are *guaranteed* by the Bill of Rights.
45. Most soldiers submit cheerfully to army *discipline*.
46. The citizens will *petition* the mayor to call an election.
47. Andrew Carnegie was a *shrewd* businessman.
48. The farmer has paid off the *mortgage* on his land.
49. This bond is worth one thousand dollars at *maturity*.
50. It is interesting to *anticipate* the results of an election.

FIRST HALF YEAR. TEST B

1. The general expressed his *gratitude* to his brave soldiers.
2. The lawyer will *confer* with the prosecuting attorney.
3. A *continuous* trail leads up the mountain.
4. The king's son succeeded to the *ancient* throne.
5. Congress has approved the *expenditure*.
6. The boy's death was a great *tragedy*.
7. Our forefathers never knew the *luxury* of modern heating.
8. China promises to become the strongest nation in the *Orient*.

9. This beautiful *embroidery* came from the Philippine Islands.
10. A new kind of glass is as *flexible* as rubber.
11. The chemist made an *analysis* of the drinking water.
12. The speaker's *enthusiasm* was reflected in the audience.
13. The example of the general was an *inspiration* to his soldiers.
14. The ruin of the cathedral *definitely* lowered the resistance of the citizens.
15. The *capacity* of the hall was taxed severely.
16. We believe it will take a long time to *exhaust* our resources.
17. James was elected class president by a *unanimous* vote.
18. The city of Winchester holds an apple *festival* each year.
19. John Quincy Adams was a distinguished *scholar*.
20. The Atlantic Ocean was outside of his *sphere* of action.
21. The epidemic of colds may be due to *changeable* weather.
22. The homeless dog had a *pitiful* appearance.
23. The old fortress was *thoroughly* destroyed.
24. Many states have established a *minimum* wage for teachers.
25. Paying as we go is an *economical* policy of government.
26. Our national *budget* has exceeded expectations.
27. The city's bond quota was in *proportion* to its size.
28. Our navy has *confirmed* the report of the battle.
29. The *descent* into the shaft was almost frightening.
30. Our government provided a *variety* of healthful foods for the refugees.
31. The wounded soldier was provided with an *artificial* limb.
32. The capture of the Marshalls was a *triumph* for our men.
33. A free people must fight constantly for its *independence*.
34. The convoy of vessels carried an *adequate* food supply.
35. Our soldiers were well *equipped* for invasion.
36. The governor has just reported a *surplus* in the state treasury.
37. Much money is needed to *finance* a war.
38. The soldiers fought as if to *revenge* the death of their comrades.
39. All roads in this *vicinity* are being patrolled.
40. This piece of property had always been a *disappointment* to my father.
41. The witness answered all questions *satisfactorily*.
42. The dyer dipped one *breadth* of the cloth into the chemicals.
43. We shall never forget the *treacherous* attack on Pearl Harbor.
44. Sicily was placed under *military* rule.
45. The fine *merchandise* was destroyed by fire.

46. This ship was *evidently* attacked by a submarine.
47. The insurance company paid its full *liability.*
48. Mother put the flowers in a *crystal* vase.
49. The speaker spoke out *bravely* in spite of the jeers from the crowd.
50. Noise at night is a great *nuisance.*

SECOND HALF YEAR. TEST A

1. Sometimes a *phrase* is used as an adjective.
2. The shadows on the mountain changed constantly, *varying* from deep purple to bright green.
3. The FBI will investigate the *crime.*
4. The soldier has an honorable *discharge.*
5. The school is surrounded by a beautiful *campus.*
6. The attorney failed to *persuade* the jury.
7. The judges chose the most *competent* orator.
8. Racial *prejudice* is undesirable in a free country.
9. The *legislature* made Lincoln's birthday a holiday.
10. My friend has worked hard at the *development* of his property.
11. The *equipment* for the ball team has not arrived.
12. Jane knew that her writing must be neat and *legible.*
13. The *jury* returned a verdict of guilty.
14. The city *council* meets in the public hall.
15. The driver could not *distinguish* any signs because of the fog.
16. The invoice was *attached* to the shipment of goods.
17. Dr. Carver understood the *chemistry* of soils.
18. Our country holds George Washington in deep *affection.*
19. The law was enacted for the *protection* of wild animals.
20. The monument will be dedicated by an *official* of the American Legion.
21. The young painter did not *imitate* any other artist.
22. The soldiers ate *heartily* of their Christmas dinner.
23. No answer to the mystery seems to *exist.*
24. The law will *prohibit* throwing rubbish on the streets.
25. Jack found the description of a magneto in a *physics* text.
26. The school gives *technical* training in radio.
27. Good health laws are based upon *scientific* research.
28. The person innocent of wrongdoing has a clear *conscience.*
29. The blood bank will be used in case of *emergency.*
30. The boys wrote *frequently* about what they saw on their trip.

31. The clerk sent the books by express *prepaid.*
32. This *exquisite* lace is very old.
33. With a *supreme* effort our infantry captured the hill.
34. Some children must learn how to *restrain* their tempers.
35. These soldiers *possess* fine army records.
36. The order was sent by a *superior* officer.
37. This *apparatus* belongs to the laboratory.
38. The people approved an *amendment* to the Constitution.
39. There was a *controversy* in the legislature over a financial bill.
40. This book may *suggest* some interesting trips for this summer.
41. The lawyer was *advising* his client.
42. We had a *marvelous* view from the rim of the canyon.
43. News from the battle front relieved our *anxiety.*
44. The *innocent* prisoner was released from jail.
45. This memorial is *sacred* to the memory of our heroes.
46. John did not wish to *transfer* his membership to another school.
47. The team has the *intention* of winning the series.
48. Joe Jackson is an *efficient* manager.
49. The immigrants swore *allegiance* to our flag.
50. Sickness caused the *cancellation* of the basketball game.

SECOND HALF YEAR. TEST B

1. The governor's wife was a *gracious* hostess.
2. The president's secretary met our *delegate* at the airport.
3. The accused man obtained a lawyer as *counsel.*
4. The young people held a *convention* in Albany.
5. Frank's brother has been advanced to the rank of *major.*
6. Our accident seemed to *embarrass* all the family.
7. John sent a *remittance* of money with his letter.
8. The game is *regularly* called for three o'clock.
9. Congress is now in *session.*
10. The Egyptians had some knowledge of *geometry.*
11. Fred's father is a *prominent* lawyer.
12. The written *application* was not too long.
13. The *capitol* building was lighted for Christmas Eve.
14. The governor will *recommend* a law to curb speeding.
15. Bob and Bill have a *mutual* interest in radio.
16. Rose is visiting an *intimate* friend.
17. We are studying a new *edition* of health books.

18. The principal placed some new books of *fiction* on the shelf.
19. Today's lesson will *conclude* this term at school.
20. The inauguration was an impressive *ceremony*.
21. The flood washed away a portion of the *warehouse*.
22. Foreign diplomats must use much *discretion*.
23. The last *witness* told a straightforward story.
24. The President called a *cabinet* meeting before declaring war.
25. We must have a *decent* respect for the rights of others.
26. Every *detail* of the trip was planned in advance.
27. Sincere persons have little time for idle *gossip*.
28. A good citizen need not be questioned concerning his *politics*.
29. The chairman will *acknowledge* the next speaker.
30. Bob and Bill want a thorough knowledge of *mathematics*.
31. No wholesome person wants to hear *vulgar* language.
32. The school wishes to *congratulate* its winning team.
33. The *marriage* ceremony was held in a great cathedral.
34. We *associate* courtesy with good home training.
35. Personal industry is the best guarantee of *security*.
36. The judge opened his speech with a little *anecdote*.
37. The last *clause* changes the whole meaning of the law.
38. A distinguished *senator* often seeks re-election.
39. Justice Holmes occupied an *honorable* position among members of the bar.
40. The rain was not *sufficient* for the crops.
41. The hurricane swept through the village with great *violence*.
42. The possibilities of this plan are *unlimited*.
43. The district attorney spoke sternly concerning the traces of *racial* prejudice in the courtroom.
44. He was elected to office without *reference* to party.
45. The Constitution must ever remain the *guardian* of our rights.
46. The judge listened with *courteous* attention.
47. This fossil *specimen* was broken from a rock.
48. The need for a wider street is *apparent* to everyone.
49. The *constitution* of our club enumerates the powers of the president.
50. The victorious athlete received an *enthusiastic* ovation.

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